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ABSTRACT

This report described proceedings from the Third Sub-Regional Workshop on Curriculum Development in Teacher Education. Participating countries were Afghanistan, Burma, India, Iran, Nepal, Pakistan, and Sri Lanka. The first session introduced some of the objectives envisioned by the participants, and the succeeding sessions elaborated on these objectives. There was a general review of present provisions for practical experiences in teacher education programs. A seminar and workshop discussed direct and indirect experiences for integrating theory with practice in teacher education. The concept of combining teacher training institutions, schools, and other agencies related to education was presented. An integrated curriculum was formulated to assist in the development of this concept. The report also included a list of participants and observers along with a copy of the agenda and schedule. The Annexes presented speeches given by some of the participants. (BRB)

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Third Sub-Regional Workshop on Teacher Education, Kabul, 3-10 June 1972.

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BASIC EXPERIENCES — DIRECT AND INDIRECT — FOR INTEGRATING THEORY AND PRACTICE IN TEACHER EDUCATION

FINAL REPORT

of the

THIRD SUB-REGIONAL WORKSHOP ON TEACHER EDUCATION

Organized by the Asian Institute for Teacher Educators
With the Cooperation of the Government of Afghanistan
Kabul, 3-10 June 1972

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ASIAN INSTITUTE FOR TEACHER EDUCATORS
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INTRODUCTION

1.1 The Third Sub-Regional Workshop on Curriculum Development in Teacher Education was held in Kabul, Afghanistan, on 3-10 June 1972. The Workshop was organized by the Asian Institute for Teacher Educators (AITE), Quezon City, Philippines, in cooperation with the Unesco National Commission and the Ministry of Education, Afghanistan. The theme of the Workshop was "Basic Experiences — Direct and Indirect — for Integrating Theory and Practice in Teacher Education." The following Member States of Unesco in Asia were invited to participate in the Workshop — Afghanistan, Burma, India, Iran, Nepal, Pakistan and Sri Lanka[1]. AITE requested the participating countries each to send two participants, one from the Ministry of Education and one either from a university or a teacher training institution. Burma did not send any participants and the participants from India could not come (see *Appendix I*).

1.2 A Planning Committee, headed by H.E. Dr. M. Yasin Azim, First Deputy Minister of Education, Actg. Minister of Education, and Actg. Rector of the Kabul University, and a Reception Committee with Mr. Zahir Aziz, Secretary, Afghan National Commission for Unesco, were in charge of making the arrangements for the Workshop. AITE deputed Dr. N.P. Pillai, Unesco Expert in Educational Research, as Director of the Workshop and Mrs. Penelope V. Flores, Executive Officer, AITE, as Coordinator. The host country nominated Mr. Juma Gul Bandawal as the counterpart of the Director and Dr. Abdul Ghafoor Ghaznawi as the counterpart of Mrs. P.V. Flores. Mr. K.L. Talwar was nominated to assist the Coordinators and also to be the head of the Secretariat (see *Appendix II*).

1.3 The opening ceremony was held at the Kandahar Hall of the Hotel Inter-Continental, Kabul. H.E. Mr. Mohammed Fazell, Second Deputy Minister of Education, acted as the Master of Ceremonies. The proceedings started with an invocation by Qazi Abdullah reciting verses from the Holy Koran, beginning, "He who taught (the use of) the pen, taught Man that which he knew not." H.E. Dr. Yasin Azim delivered the inaugural address. He underscored the significant role played by teacher education in educational development, thus: "Teacher education is the key to all educational development since, without well qualified teachers, little progress in education can be made." Dr. N.P. Pillai, Director of the Workshop, made a statement in which he thanked the Royal Government of Afghanistan and also described the purposes of the Workshop. A message from Dr. Alfredo T. Morales, Director of the Asian Institute for Teacher Educators, Quezon City, was read by Mrs. P.V. Flores. The inaugural function was attended by distinguished teacher educators from the Ministry of Education and Kabul University as well as members of the Afghan National Commission for Unesco, the Columbia Team, the British Council, the American Peace Corps, and the Asia Foundation and representatives of Unesco, UNICEF, UNDP and some of the embassies. (For the text of speeches see *Annexes.*)

1.4 Immediately after the opening ceremony the Director held an orientation session in which he traced the genesis of the Third Sub-Regional Workshop and spelled out in detail the end products envisaged, namely:

(i) Identifying the basic field, laboratory and clinical experiences to be provided to every student of teacher education, both in pre-service and in-service training, for enabling student teachers to achieve the desired objectives.

(ii) Grouping these experiences as *direct* and *indirect* and suggesting the site and procedures for imparting each type of experience.

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[1] Ceylon was renamed as Sri Lanka in May, 1972.

(iii) Distinguishing between the objectives of pre-teaching experiences and student teaching experiences, and sequencing the experiences with reference to the attainment of objectives, specifically:

a. to enable student teachers to acquire, at the appropriate periods of time, the practical experiences necessary for understanding the theoretical concepts of teacher education which are discussed (with some orderly sequence), without causing distortions and gaps in communication between the source and the recipient; and

b. to enable them to reconstruct a meaningful theory of education based on the practice of education, which would be relevant to the situation currently obtaining in the country as well as its aspirations for development.

(iv) Suggesting appropriate methods of organizing pre-teaching and student teaching experiences for the attainment of the desired objectives.

(v) Suggesting the changes to be effected in the organization and administration of teacher education for adopting the new concepts — particularly in the content and format of the curriculum, staffing of training institutions, staffing of cooperating schools, and the relationships between the training institutions and the schools and other agencies in the field of education.

(vi) Suggesting other measures necessary for installing an integrated curriculum and for its continued improvement through innovations in curricular content, methods and techniques.

1.5 The following were elected office bearers:

H.E. Mr. Mohd Fazell	— Chairman
Mr. L.A. Devendra	— First Deputy Chairman
Mr. Gopi Nath Sharma	— Second Deputy Chairman
Mr. Gauhar Rahman Abbassi	— Rapporteur General

1.6 The rules of procedure were then adopted with H.E. Mr. Mohammed Fazell on the chair. The Agenda for the Workshop was also adopted (see *Appendix III*).

1.7 Three groups were formed for the working sessions. The following were elected chairman and rapporteur of each group:

Group A

Mr. Abdul Sami Hamid	— Chairman
Mr. C.J. Allen	— Rapporteur

Group B

Mr. M. Amin	— Chairman
Dr. H.S.S. Lawrence	— Rapporteur

Group C

H.E. Mr. Mohd Fazell	— Chairman
Dr. E. Edualino	— Rapporteur

The list of participants in each group is given in *Appendix IV*.

REVIEW OF THE PRESENT SITUATION REGARDING THE PROVISION OF PRACTICAL EXPERIENCES IN THE TEACHER EDUCATION CURRICULUM

Country reports from Afghanistan, Iran, Nepal, Pakistan and Sri Lanka which were presented to the Workshop provided the basis for a review of the present situation with regard to the provision of practical experiences in teacher education in these countries.

2.1 *The Objectives*

In general, it was found that the common objectives in providing practical experiences for teachers under training were as follows:

(i) to acquaint teachers with the functioning of the school and classroom in actual situations;
(ii) to acquaint teachers with teaching materials and techniques;
(iii) to observe effective teaching in the classroom by competent teachers;
(iv) to study child behaviour;
(v) to put into practice the theories of learning taught; and
(vi) to develop professional approaches to teaching.

2.2 *The Organization and Conduct of Practical Experiences*

2.21 In all the countries represented, it was found that the practical experiences given were mostly confined to the school situation, if not to practice teaching only. Practice teaching included observation, demonstration, discussion and participation in teaching. There were, however, differences regarding the actual practice provided, some countries allotting only a fixed number of teaching periods per week and others requiring sustained teaching through block teaching periods. In many countries where there were two-year courses, no practice teaching was provided before the second year. In one country of the region (Sri Lanka) where the training course is of two years' duration, admission to teacher training colleges was preceded by at least three months of actual teaching experience as well as by an entrance examination.

2.22 Present practices with regard to the supervision of teaching experiences were also reviewed. It was found that in most countries supervisors from the training institutions were responsible for providing guidance to a full class of students under training which was greatly in excess of the number of five or six students which is generally recommended as being desirable. In addition, these supervisors were required to cover up to as many as six cooperating schools and to travel distances of up to 25 miles in order to supervise the teaching of all the students assigned to them. It was also pointed out that the position with regard to cooperating schools was in most cases unsatisfactory. The academic levels of the staff and headmasters in many of the primary schools were lower than those of the students under training and this resulted in unsatisfactory practice teaching programmes. There was often, too, resentment on the part of cooperating school staffs at what they tended to regard as intrusion by the student teachers. Many headmasters and supervisors had heavy administrative duties which prevented them from giving full support to the practice teaching programmes and this meant that the expert guidance (which is an essential requirement for practice teaching) was often lacking. Many efforts were

none the less being made in the region to make headmasters, supervisors and cooperating school teachers more effective agents in the practice teaching programme but much was still needed to be done if real improvement was to be brought about.

2.3 *Evaluation*

Evaluation of practice teaching was generally done by supervisors from the training institutions and not by cooperating school headmasters, teachers and circuit supervisors or inspectors of schools. In some countries, however, headmasters' evaluations were taken into account in the final assessments. Teaching certificates were generally awarded only after successful completion of both the theoretical and practical parts of the programme and a failure in either part generally demanded referral or re-examination. Criteria for evaluation were neither properly formulated nor openly discussed with the student teachers in most cases.

2.4 *Integration of Practice with Theory of Education*

It was agreed that in most countries of the region the theories of learning which were first taught in the lecture room were not adequately put into practice. It was emphasized that in many instances, this was due to the demands of an examination system which sees the two parts as separate. In any case, no conscious effort was made so far at integrating theory and practice, or to make the theory courses or practical experiences relevant to the changing objectives of school education.

Many other factors were highlighted as being responsible for the unsatisfactory nature of many teacher education programmes. Most prominent among these were the low salary scales and the lack of incentives for both teacher educators and teachers. It was felt that this question needed consideration if noteworthy improvements in the situation were to be brought about. The growing unrest among students and teacher educators of the region was felt to be the visible symptom of their deep-rooted dissatisfaction with the type of training being provided. It was suggested that surveys might be carried out in the region to explore further the causes of this unrest among both students and staff, and all steps taken to remedy the situation before it is too late. It was noted that efforts were already being made in the region to introduce new techniques and materials in teacher education which would make it relevant to the context of the present situation. Some praiseworthy initiatives have been taken, e.g., in film-making, broadcasts for teachers, the production of teachers' kits, etc. But even where such techniques have been introduced they were still not being used to maximum effect. A planned effort at total reform has not yet been mounted in any of the Member States.

SEMINAR ON BASIC EXPERIENCES — DIRECT AND INDIRECT — FOR INTEGRATING THEORY AND PRACTICE IN TEACHER EDUCATION

3.1 *The Working Papers and Documents*

The Seminar opened with a presentation by Dr. N.P. Pillai of the gist of the two working papers: (1) "Basic Experiences — Direct and Indirect — for Integrating Theory and Practice in Teacher Education" and (2) "Developing a Teacher Education Communication Model." The following documents published by AITE were also introduced as basic documents for the guid-

ance of the Workshop: (1) "Problems of Integration — Vertical and Horizontal — of the Teacher Education Curriculum," *Trends in Teacher Education,* Number 17, December 1971; (2) *Integration and Modernization of the Teacher Education Curriculum,* Report of the Second Sub-Regional Workshop on Teacher Education, Bangkok, 1971; (3) "New Dimensions in Off-Campus Student Teaching," *Trends in Teacher Education,* Number 19, June 1972; (4) *Research and Development in Teacher Education in Asia;* Report of a Working Group, Baguio City, January 1972.

3.2 *Clarifying Objectives and Concepts*

Starting with the work done at the Second Sub-Regional Workshop in which models of integration of the professional courses in teacher education have been worked out, the speaker pointed out that the objective set before the Third Sub-Regional Workshop was to complete the integration process by evolving a scheme for the integration of theory and practice. This is to be done by indicating in detail the practical experiences to be provided and the best way of providing them for helping the proper communication of theoretical concepts without distortions, and for the rebuilding of a meaningful theory of education based on practice. All experiences to be provided to a student teacher through in-course activities or student teaching, or required of him outside of these, to see, feel and try a hand at the work of the professional practitioner are known as *professional laboratory experiences.* These are to be classified as *direct* and *indirect* experiences. The direct experiences are those which are given in the field and in the schools in order to provide concrete imagery, so that verbal pursuits would have action concepts. They would also, while providing situational experiences, promote decision-making competency. Indirect experiences are a part of the vicarious experiences to be provided in the training institution for promoting knowledge, skills and psychomotor abilities before one goes to the school for student teaching. It was pointed out that while the practical experiences may be provided through the field, the laboratory or the clinic, these become direct or indirect experiences according to whether they are provided in actual field or classroom situations or in a laboratory setting and directed primarily to the observants, or for practice, in a controlled situation, of skills to be adopted later in regular field or classroom operations. The indirect experiences are most valued for their feedback and the opportunity which they afford for learning to improve practices through the teach-critique-reteach cycle towards achievable perfection. All simulated experiences are indirect.

3.3 *The Rationale and Methods for Providing Basic Experiences*

The rationale and methods for providing basic experiences were then discussed. What makes practice an experience is the interpretation and reflection brought to bear on it from the point of view of purpose. The experiences are to be appropriate to the individual needs of the students, and should be spread over the whole period of professional preparation, as it would be more effective for learning theory and practice than when the experiences are concentrated in a teaching phase coming towards the end. If student teaching is organized in two phases, and the proper pre-teaching experiences and laboratory experiences are carefully built in with this programme, this might afford more links for integrating theory and practice. The use of technological aids and mass media will economise time and effort; but it is important to bear in mind, if change is desired, that the new media is used not for the old purpose but to engender in the new generation of teachers a spirit of enquiry and enable them to examine their performances in the light of their goals.

3.4 *The Organizational Pattern: A Partnership Concept of Training.*

3.41 *Teaching Centres and a New Pattern of Staffing*

The organizational pattern was then taken up. The advantages of establishing a *Teaching Centre* in each school for imparting direct experiences were discussed. This would leave the training institution to be organized mainly as a centre for imparting indirect experiences. The training would then be viewed as a partnership between the school and the training institution. The staff of the training institution as tutorial staff and of the school as the clinical staff, would share the work of training, evaluating and certifying the student teachers. The importance of holding post-teaching conferences throughout was stressed.

3.42 *Teacher Education Councils and Materials and Services Centres*

In order to facilitate the promotion of healthy relationships between the schools and the training institutions several proposals were made. One was to make the supervising teachers in the schools associate members of the training institution, and to make the inspector of the schools the counterpart of the Director of Student Teaching in the training institution. Another was to establish a *Teacher Education Council* in each locality with its members drawn from the participating institutions and other agencies, whose services may be necessary for providing teacher education. The Council could then establish centres which might provide a common pool of costly teaching resources like a closed circuit television station, a central films library, etc. It might also conduct conferences and seminars for the staff as well as the in-service education of teachers. The exchange of students and teachers within the area could also thereby be facilitated. These centres may be called *Materials and Services Centres.*

3.43 *Student Advisers for Freshmen*

The idea of attaching a group of freshmen trainees to a senior student adviser for routine help and guidance was also explored. So also was the idea of an internship period after training. An internship period of one year after a course of one or two years' duration will help to add a further year of supervised practice and specialized study (in a selected field) and thereby greatly improve the quality of the teachers without adding very much to the cost of training. In all such cases, these interns may then be required to serve as the student advisers to the trainees.

3.5 *The Role of the Training Institution in Integrating Theory and Practice*

The new procedures for the education and training of teachers should be such that the training imparted in the school and the training institution should enable the student teacher to discover for himself the principles of learning from the practice of teaching. The training institution should, therefore, while providing opportunities for self-learning, help in the integration of theory and practice through tutorials and seminars, and through simulated experiences for discussion of situations to fill gaps. These discussions should also introduce the student teacher to the various disciplines such as philosophy, psychology, sociology, etc., as and when relevant questions come up. Regular seminars on theoretical concepts may be held, but these would focus more on the

critical analyses of teaching behaviour and the logic of pedagogical strategies than on discussion of conflicting theories. The teachers and student teachers should develop a common philosophy of education in order to achieve consistency in their theoretical expositions and to relate these expositions to practice. These procedures should result in the student teachers' reconstructing a meaningful theory of education based on practice. It should also inspire them to pursue further studies in special fields and to do some research in order to improve their own practices.

3.6 *The Outcome — A Producer-Manager Teacher Model*

The teacher model that should result from a training of this kind will be of a *producer-manager* who will be capable of manipulating all teaching media to the best advantage, organizing and conducting team teaching, and promoting self-learning and self-evaluation. His educational effort would be directed to achieve the aims and objectives of education as prescribed by the State, in the overall context of the aspirations of the country and the advances in educational technology and practices in the world at large.

3.7 *Discussion*

The participants in the Seminar, while generally agreeing with the points of view presented, raised some serious doubts as to how far these could be implemented at the stage of development in which some of the Member States at present find themselves. It was felt that the implementation of these innovative ideas and practices would therefore perhaps take time, unless determined efforts are made towards that end. Perhaps, pioneering moves may have to be made in one of the Member States where the situation is more favourable for such innovations. Experimentation in educational strategies and techniques is new in Asia and, hence, examples of success achieved in one country through research and experimentation alone can infuse the much needed confidence in the others for adopting innovations.

WORKSHOP ON BASIC EXPERIENCES — DIRECT AND INDIRECT — FOR INTEGRATING THEORY AND PRACTICE IN TEACHER EDUCATION

4.1 *Identification of Field, Laboratory, and Clinical Experiences for the Integration of Theory With Practice*

4.11 *Basic Field Experiences*

(i) *Child Study*

(*a*) A study of two or three children inside and outside the classroom should be carried out by each student under training according to carefully prepared guidelines. Observations and comments should be recorded in diary form and in considerable detail.

(*b*) A study of larger groups (e.g., of ten children) inside and outside the classroom should be carried out in more general terms by the students under training and according to carefully prepared guidelines. Their observations and comments should also be recorded in diary form.

(ii) *School Study*

The student teachers should carry out a study of the organization, layout, equipment, staffing, enrolment, etc., of the school to which they are attached, according to carefully prepared guidelines.

(iii) *Community Study*

The student teachers should carry out a study of the immediate environment in which the school is situated. This should include physical, cultural, economic, social, religious, occupational and other aspects. The study should be prepared according to the guidelines.

Such field experiences as listed in (i), (ii) and (iii) above could be provided early in the student teachers' training programme and the first of such studies could be carried out within a fixed period of time (e.g., four weeks). The planning and preparation of the studies are as much educative as the experiences gained through them and so, all of the processes would have to be carried out under competent guidance and supervision provided by the training institution and school staff, and discussed at group meetings of staff and student teachers.

(iv) *Leadership Experiences*

(*a*) Leadership experiences can be provided within the training institution and the school. Student teachers can act as leaders among their peers and can also be given opportunities to take initiatives when working with children. Sports and co-curricular activities of clubs and societies for promoting literary and cultural programmes and international understanding, literacy teaching, etc., are examples of ways in which such experiences may be provided.

(*b*) Leadership experiences can also be provided in the community. It was suggested that all student teachers should be required to carry out at least ONE project related to community service. This could be related to the student's own interests and might be in areas such as construction work, sanitation, agriculture, literacy teaching, home management, cultural and recreational activities, library development, etc. They should also be encouraged to attend meetings of Parent-Teachers Associations (PTA) to identify problems in teacher-community relations.

4.12 *Basic Laboratory Experiences*

(i) *Observation*

(*a*) Observation of classroom teaching would enable student teachers to find out the real nature of teaching and learning and help them to distinguish between effective and ineffective methods. This is possible if demonstration lessons were given earlier by competent teachers and the methods and their alternatives discussed in detail. Filmed or video-taped lessons could be used profitably in addition to actual demonstration lessons given by teachers, if these are available and found to be suitable. Guidelines for observation should be provided and reports should be prepared by the student teachers to enable effective evaluation to be carried out.

(*b*) Observation of class organization and management and their effects on learning. Aside from actual classroom situations, films and tapes also may be used to provide situations for observation and discussion. The periods of observation will vary but, in the initial stages, observation might be limited to one week.

(ii) *Participation*

(*a*) Participation in group discussions after periods of observation, under guidance. Guidance can be provided by supervisors from the training institution or from the schools' staff. Discussion should attempt to bring out the positive as well as the negative features of the lessons given.

(*b*) Active participation in lesson planning and the preparation of teaching materials to gain experiences in the day-to-day tasks to be carried out in teaching.

(iii) *Practice Teaching Under Guidance*

(*a*) Student teachers should be introduced to teaching practice through carefully graded steps and under guidance. They should proceed from:
(1) individual teaching, through small groups to entire class units;
(2) from brief periods of teaching experiences to progressively longer ones; and
(3) from simulation techniques to real life situations.

(*b*) Team teaching experiences should be provided wherever possible.

(*c*) Opportunities should be provided for taking over full responsibility for teaching sustained over a period of time and during which the student teacher identifies himself with the school, staff and children.

(*d*) An internship period after the end of training is suggested for the provision of further opportunities for intensive teaching experience under guidance, preferably before final certification is granted.

(*e*) Techniques for use in these various types of teaching experience can be tried out through "mock" teaching in simulated situations (using peer groups as pupils), by microteaching, role playing, etc. Some techniques can be used both in the training institution and in the school with actual children. Microteaching can be used, for example, both in simulated situations and in real ones. Video tapes, where available, are useful aids when simulation techniques, microteaching, etc., are used.

(iv) *Other Laboratory Experiences.*

These may take the following forms:

(*a*) Seeing films or TV programmes on teacher education followed by discussions.

(*b*) Listening to broadcasts followed by discussions.

(*c*) Using the library for working out lesson plans, carrying out assignments, locating information, etc.

(*d*) Working in science laboratories, home economics departments and workshops. These experiences provide training in such things as setting up experiments, and managing laboratories, workshops, stores, etc

4.13 *Basic Clinical Experiences*

(i) Student teachers should be given training under supervision in the principles and techniques of guidance and counselling, including:

(*a*) training in careful reporting of cases and in the compilation of records;
(*b*) training in the collection and interpretation of data both by themselves and in association with others; and
(*c*) training in the maintenance of both individual and class records.

(ii) Simulation techniques can be used for developing skills in dealing with other teachers, supervisors, parents and members of the community.

4.2 *Grouping Field, Laboratory and Clinical Experiences as Direct and Indirect Experiences and Suggesting the Site and Procedures for Imparting Each Type of Experience*

4.21 *Professional Laboratory Experiences*

All experiences provided to a neophyte through in-course activities, or student teaching, or outside of these activities are known as *professional laboratory experiences.* These include both direct and indirect experiences. In providing basic experiences to the student teacher, some governing principles should be kept in mind. Experience should be conceived of as more than mere practice. It should be tailored to the needs of the student teachers: pre-service trainees, for example, may need more experiences than required for teachers in service. Quality is more important than the quantity. Experiences should be spread over the whole period of professional preparation and there should be a two-way reinforcement of theory and practice. Experiences should also be properly utilized. It is presumed that experiences thus provided to the trainees would give them a better understanding of concepts and a proper understanding of verbalized instruction by their teachers. They would help them also to see the real nature of learning, and to learn from experience, to develop self-confidence, to understand the different roles of the teachers, to understand child behaviour and the behaviour of the family and the community, to develop professional attitudes, and to relate theory to practice in teaching.

4.22 *Direct Experiences*

Direct experiences are field experiences which are very important in pre-service initial training programmes. They help student teachers to get direct contacts with the child, parent and community and with teaching-learning situations in the school and outside, and thereby the learning of concepts. Direct experiences develop professional purposes and attitudes. Verbalized knowledge is made meaningful through reality and sensory impressions. Direct experiences provide the student teacher with an opportunity to use and test information, develop skills and evaluate one's own growth. Direct experiences thus fill the gap between the training institution and the schools. Further, the direct experiences provided in actual school situations give the novice in teaching the much needed confidence in facing a class of pupils.

The following are direct experiences to be provided to student teachers with a view to integrating theory and practice:

(1) *Child Study*

Child study would make the learning particularly of Educational Psychology in the Foundations of Education course and the methods of teaching, real and meaningful. Student teachers would thereby get insights into child development and behaviour. If the study is continuous and spread over a long period, it would be more advantageous. Observation of child-rearing patterns, sibling relationships, family life, types and nature of the family — *laissez-faire,* authoritarian, democratic — should be part of the observation schedule. Study of the defective, backward and gifted children and observation of individual differences among them would be useful. The greatest value of child study is that it helps to develop in student teachers the right approach to their teaching.

(2) *School Study*

Student teachers are expected to be fully acquainted with the organization and administration of the schools. They should get practical knowledge and a comprehensive picture of a real school. It would be useful to observe all types of schools like the village and urban, primary, middle and high, and special schools. The following are some points to be observed at schools: school-community relationships, curriculum organization, physical facilities, teaching aids, teacher-pupil relationships, curricular and extra-curricular activities, techniques of teaching, school administration, staff-pupil relations, school services, etc. This observation should also include individual class activities, and classroom arrangement, classroom equipment and teaching materials, teacher-student interaction, individual differences among the students and between the sexes and socio-economic groups, cultural groups, etc.

(3) *Community Study*

Observation of the community by visits and field trips help to understand the role of the teacher in the community and the culture, values and habits of the community. A framework suitable to local conditions may be followed. Activities carried on by various organizations in the community engaged in social, economic, religious and welfare work should also be observed. The working of pressure groups should also be noted as they play a great part in influencing the nature of the education given.

(4) *Leadership Experiences in School and Community*

These activities can be carried out within or outside of the curriculum. By this means it is hoped that the links between the school and the community would be strengthened. Participation in community life helps in understanding the attitudes and ways of life of the parents of the children at school, and this understanding is necessary for the organization of instructional activities at school in a meaningful way, and for ensuring that what is taught in school is not lost at home (due to conrary influences) and, will, to some extent at least, permeate within the home (transferred to parents).

(5) *Observation of Classroom Teaching*

The duration of observation will depend upon the objectives and needs of student teaching. Free, as well as guided observation, is useful. Guided observation should

be arranged cooperatively by supervisors, lecturers, student teachers and cooperating teachers. Proper orientation may be given to student teachers on observation of both classroom and demonstration lessons. The following items should be emphasized in guided observation: lesson plan, methods of the teaching process, use of instructional media and aids, class atmosphere, assignments and their evaluation, pupil-teacher and pupil-pupil interaction in class, group dynamics, etc. The next step will be discussion of observation lessons with cooperating teachers, supervisors and other students (critique lessons). Both formal and informal discussions are useful. Discussions could take place in the training institution as well as in the cooperating schools.

(6) *Student Teaching Experiences in Laboratory and Cooperating Schools*

The following activities are involved in the practice of organizing and conducting the teaching-learning process:

(*a*) Lesson planning on the basis of orientation (introductory discussions with demonstrations, when necessary) on lesson planning and practice teaching with stress on instructional strategies and techniques to provide guidelines for practices.

(*b*) Actual teaching including large class and multiclass teaching, grouping of pupils for instruction, promoting motivation and interaction.

(*c*) Participation in activities such as:

(i) Making a class seating chart;

(ii) Classroom management;

(iii) Supervising study halls, tests and examinations;

(iv) Making assignments and tests and correcting them;

(v) Assisting in activities of school associations, library work of pupils, athletics, parent-teacher and faculty meetings, field trips, school asblies, school's publications, etc.; and

(vi) Assisting or playing the role of a participant observer in the preparation and maintenance of school records and in the activities of school management.

(*d*) Continuous assessment/evaluation of pupil's achievements in terms of objectives.

(*e*) Discussion of pupil behaviour, classroom management and teaching methods in the light of the objectives at post-teaching conferences.

4.23 *Indirect Experiences*

Indirect experiences are those provided in a laboratory setting and directed primarily to the observants, or for practice, in a controlled situation, of skills to be adopted later in regular classroom situations. Indirect experiences are thus provided in a training institution in more or less artificial situations. The teacher educator in such a setting has more control of the situation.

(1) *Objectives*

(*a*) To effect economy in learning;

(*b*) To develop specific skills in using techniques and materials;

(*c*) To develop a desirable value system;

(*d*) To increase the student teacher's capability to transfer his learning to new situations;
(*e*) To inculcate the attitude of seeking more effective ways of working with children;
(*f*) To develop security in dealing with classroom situations; and
(*g*) To develop positive attitudes to teaching.

(2) *List of Indirect Experiences*

(*a*) Reading of literature — second-hand information on the experiences of others or generalizations based on such experiences of others;
(*b*) Preparing instructional materials and aids based on *a priori* assumptions;
(*c*) Observing others in action;
(*d*) Writing and discussing lesson plans for improving techniques of organizing and executing instructional and evaluative procedures;
(*e*) Simulations for observing new situations for decision-making;
(*f*) Microteaching to promote skills in teaching;
(*g*) Mock teaching;
(*h*) Bit teaching;
(*i*) Projections (films, recorders, video tapes, TV, audio-tapes), for discussing teaching situations and teacher behaviour);
(*j*) Organization of learning activities like team teaching for identifying operative procedures;
(*k*) Critique of pupil and teacher behaviours; and
(*l*) Brainstorming.

(3) *Classificatien or Grouping of Indirect Experiences*

Classification may be on the basis of:
(*a*) The purpose of the experience;
(*b*) The structure of the experience; and
(*c*) The medium of experiencing.

(4) *The Special Value of Indirect Experiences in Training*

Indirect experiences are valued for their feedback. They provide opportunities for learning to improve practices through the teach-critique-reteach cycle towards achievable perfection. Through discussions following contrived or indirect experiences, student teachers will get basic concepts clarified, understand proper procedures and achieve a certain degree of perfection in the skills of teaching.

(5) *Clinical Experiences*

Clinical experiences are those experiences provided to the student teacher to enable him to become aware of his own problems and the problems of his pupils; to diagnose his problems and difficulties in the teaching and guidance of children; and to plan, discuss, try out and evaluate remedial measures until a reasonable level of achievement is reached.

(a) *Objectives*

(i) To minimize the student teacher's errors;
(ii) To increase his effectiveness as a teacher;

(iii) To inculate the attitude of enquiry;
(iv) To identify and analyze problems of pupils;
(v) To plan remedial measures; and
(vi) To follow up with treatment.

(b) *Organization*

(i) Clinical experiences may be provided both in the training institution and in the practising schools.
(ii) Counselling services should be made available in the laboratory school and off-campus cooperating schools.
(iii) The student teacher should be oriented to the principles of guidance and counselling.
(iv) Clinical services could be on a person-to-person basis and extended to the group.
(v) The student teacher should learn how he can be of service to the pupils and discover his style of working with children.

4.24 *Site and Procedures for Organizing Direct and Indirect Experiences*

(1) The joint responsibility and partnership of the schools and the training institutions in the preparation of teachers is stressed.
(2) Teaching Centres may be developed in on-campus and off-campus schools.
(3) Direct experiences should be given in both on-campus and off-campus schools.
(4) The training institutions, while organizing experiences, should become operational and promote self-study, discussion and research rather than continue to be institutions devoted to lectures on the theory of education. Most of the indirect experiences may have to be given there.
(5) The staff structure and organization for the training of teachers will have to be changed for the new tasks imposed upon the schools and training institutions.

4.3 *The Objectives and Sequence of Professional Laboratory Experiences*

4.31 *The Objectives of Professional Laboratory Experiences*

The objectives of professional laboratory experiences have been discussed in the section reporting the seminar proceedings (Ref. Sect. 3). These objectives are specifically:

(1) to enable them to acquire, at the appropriate periods of time, the practical experiences necessary for understanding the theoretical concepts of teacher education which are discussed (with some orderly sequence), without causing distortions and gaps in communication between the source and the recipient; and
(2) to enable them to reconstruct a meaningful theory of education based on the practice of education, which would be relevant to the situation currently obtaining in the country as well as its aspirations for development.

These were restated in more or less specific terms as follows:

(1) Pre-teaching experiences are provided with the following objectives:

(*a*) to familiarize oneself with and understand the behaviour and the development of young children both inside and outside the school;
(*b*) to get aquainted with and understand the community in which the children live and their family background;
(*c*) to observe and understand the role of the school community and study the possibility of its fuller utilization;
(*d*) to get acquainted with the organization, layout, equipment, staffing and enrollment patterns in the school; and
(*e*) to observe and study the role and the responsibilities of the teacher in the school and in society.

The experiences given with these objectives in view would enable the student teachers to get enough insights into the problems which would ordinarily be discussed in theoretical expositions by professors in the training institution or referred to by the teachers in school, so as to understand them without distortions in the meaning of words used. It is important for this that the same kind of experiences are given to all the student teachers to begin with. If the experiences are different, verbal references to such experiences would carry different meanings, and cause distortions and gaps in communication.

(2) The objectives for which student teaching experiences are provided are:

(*a*) to observe the real nature of teaching and learning and to differentiate between effective and ineffective methods;
(*b*) to observe class management and organization and their effects on learning;
(*c*) to participate in lesson planning and preparation of teaching materials;
(*d*) to engage in teaching practice under guidance in the on-campus school for developing subject matter and presentation competencies;
(*e*) to undertake, as a final stage, full responsibility for entire class teaching in off-campus schools which may present new situations and thereby develop decision-making competency;
(*f*) to participate in group discussions under guidance on various aspects of practice teaching in order to find out the *how* and *why* of what is done and thereby relate theory to practice; and
(*g*) to put to test the theories of education expounded in books and discussed in the teacher training institutions in the situation obtaining in the school and community at large and evolve or reconstruct a workable theory of education which would be relevant and would carry conviction.

(3) *Internship*

The objectives of internship are:

(*a*) To gain mastery over classroom management and teaching techniques, and
(*b*) To acquire knowledge and skills in special areas such as pupil guidance, management of school services, etc.

4.32 *Planning Experiences for Specific Objectives*

(1) An analysis of teacher behaviour shows that it is a function of several variables — the teacher himself, the students, and the environment for learning —

which may be expressed in the formula $T_b = f\ [(T_v)\ (S_v)\ (E_v)]$. A study of these variables should help the student teacher and the teacher training institution in planning experiences that would develop skills and abilities concerned with those variables which can be manipulated or otherwise structured, and in making the needed adjustments in order to achieve the desired teacher behaviour that would result in optimum learning.

(2) These experiences have been discussed in the previous section (Sect. 4.23). For purposes of designing the curriculum, it is necessary to plan these experiences in relation to the desired objectives. It should be remembered at this point that a variety of experiences would be necessary to ensure mastery of the desired outcomes, that the variety would depend on several factors as described in the previous paragraph, and that an experience can result in several learnings.

(3) Experiences should, therefore, be carefully designed with the objectives uppermost in mind.

(*a*) An example of a directed experience related to environmental variables is given below:

Controlling Pupil Tasks

Learning involves many tasks on the part of the pupils. Pupils use materials, engage in activities, organize and integrate, interact, and evaluate as they learn. Examine the materials, books, references, etc., in the classroom and the way they are being used by children. Check on the scale below the results of your observations. Cite evidences to support your rating on the blank space below each item.

1. *Reading difficulty variable*

a. Are reading materials suited to the reading abilities of the children?

ungraded reading materials								suitable vocabulary	
1	2	3	4	5	6	7	8	9	10

Evidence:

b. Are the reading aids selected with concern for the reading abilities of the children? (pictures, charts, graphs, etc.)

unselected								well selected	
1	2	3	4	5	6	7	8	9	10

Evidence:

2. *Content variable*

c. Is there a hierarchy of objectives or are all objectives given equal emphasis?

no valuing of objectives								objectives given value	
1	2	3	4	5	6	7	8	9	10

Evidence:

d. Are the different aspects of study given equal time allotment?

equal time allotment — unequal allotment

1 2 3 4 5 6 7 8 9 10

Evidence:

e. How much content is covered during one lesson?

inadequate or too heavy — adequate

1 2 3 4 5 6 7 8 9 10

Evidence:

f. How many exposures are made to provide adequate learning?

too few/too many — adequate

1 2 3 4 5 6 7 8 9 10

Evidence:

g. How much of the content is familiar to the children?

mostly unfamiliar — mostly familiar

1 2 3 4 5 6 7 8 9 10

Evidence:

h. Are aids available to help develop understanding of unfamiliar concepts?

no aids/too many aids — adequate

1 2 3 4 5 6 7 8 9 10

Evidence:

3. *Sequencing variable*

i. Is there order in the presentation of ideas and concepts?

no order — order evident

1 2 3 4 5 6 7 8 9 10

Evidence:

j. How are materials and teaching aids presented?

no order — simple to complex

1 2 3 4 5 6 7 8 9 10

Evidence:

k. How are experiences presented?

no order									concrete to abstract
1	2	3	4	5	6	7	8	9	10

Evidence:

l. How are concepts presented?

no order									perceptual complexity
1	2	3	4	5	6	7	8	9	10

Evidence:

4. *Evaluating variable*

m. What opportunities are provided for self-evaluation?

no self-evaluation									continuous self-evaluation
1	2	3	4	5	6	7	8	9	10

Evidence:

n. What are the bases used for the evaluation of learning?

no basis									bases evident
1	2	3	4	5	6	7	8	9	10

Evidence:

o. What provisions are made for individualizing evaluation?

class evaluation only									individualized evaluation
1	2	3	4	5	6	7	8	9	10

Evidence:

p. Are new situations provided for applying new learnings?

emphasis on recall									emphasis on understandings
1	2	3	4	5	6	7	8	9	10

Evidence:

(*b*) Another example of a series of experiences designed to help student teachers make adjustments to student variables is as follows:

Adjusting to Individual Needs of Children

Teaching-learning approaches in the primary school are directed toward helping pupils learn. The teacher's task would be relatively simple if all his pupils possessed equal ability to benefit from exposure to learning situations. This is not true. All students cannot be expected to learn the same things in the same ways. They are bound to learn different things and in different ways, even when they are in the same classroom and work under the direction of the same teacher. Because of differences in their personalities, background, abilities and needs, each will learn and retain what meets his needs and is best related to his experience.

Your problem as a teacher is to determine the needs of individual children and plan ways of meeting these needs. You are not expected to have a complete understanding of all the needs of everybody in your class. Time and other factors will not permit that. Nevertheless, your detailed studies of some children should give you a general idea of the wide range of individual needs of your class for which you have to make adjustments in your problem.

Below are some items which describe ways teachers use to provide for these wide range of individual needs. Check those items that are present in your classroom. Discuss with your student-teaching supervisor and cooperating teacher the other items for their practicality and feasibility in your school situation. Add other measures not in the list.

A. *Providing for variations in physical and motor abilities*

_____ Seat nearsighted children near the board.
_____ Seat children who are hard of hearing near the front.
_____ Exempt from strenuous physical activities those with physical handicaps.
_____ Give other types of activities to children so exempted from hard physical activities.
_____ Provide adaptive sports programme and athletic competitions.
_____ Seat left-handed children to the right side of their bench or provide them with desks to the left of their seats.
_____ Do not force children to change their hand preference.
_____ Adjust the sports programme to the sex, size, and age of children.
_____ Adjust the sports programme to the health conditions of the children.
_____ (Others)
_____
_____

B. *Providing for variations in emotional needs of children*

_____ Help the child to accept the limitations of a disability.
_____ Help him to realize the potentialities that have somehow become overshadowed by the disability.
_____ Help him cope with the oversolicitous or rejecting attitudes of adults and other children.

_____ Encourage membership in clubs and other activity groups.
_____ Give special attention to children who are insecure.
_____ Assign work which will ensure a high degree of success on the part of slow children to avoid frustration.
_____ Give overly active children added responsibilities suited to their level and capacities.
_____ (Others)
_____
_____

C. *Providing for variations in the performance abilities of children in academic subjects*

_____ Read a wide variety of books and other materials.
_____ Give time for group and individual instruction.
_____ Emphasize word attack skills for children who need this type of work.
_____ Provide time to help children with special reading deficiencies.
_____ Read or tell stories to younger children.
_____ Read books on advanced levels.
_____ Write dramatizations of historical events and stories.
_____ Write unfinished stories to be completed by others.
_____ Engage in science or social studies projects and talk about these in class.
_____ Give children much practice on skills as they need it.
_____ Make a time line of historical events.
_____ Study the history of numbers.
_____ Study other numeration systems.
_____ Allow wide pupil participation in observations and experiments.
_____ Make simple collections (seeds, leaves, rocks, etc.)
_____ Plan and operate a school museum.
_____ Construct a radio.
_____ Identify rocks and minerals.
_____ Collect and analyze samples of soil.
_____ Study animal tracks.
_____ Accelerate or assign to the next higher grade.
_____ Expose the children to materials and experiences that go beyond the minimal essentials included in a course of study.
_____ Give children many opportunities for:
— participating in dramatics;
— expressing feelings and emotion in art, music, rhythm, creative writing, and participating in plays;
— exploring areas of interest.
_____ Promote the desire to help others in the classroom.
_____ Encourage the development of hobbies.
_____ Give them more responsibility.
_____ (Others)
_____
_____

(*c*) Given below is a sample of how experiences can be designed to achieve certain specific objectives:

Objective: To understand the behaviour and the development of young children both inside and outside of school.

Experiences:

(1) Learn the names of your pupils. Make a seat plan for your class.

(2) Observe the children at play. Record your observations on a checklist.

(3) Use an interest inventory to find out the interests of children in your class.

(4) Make a sociogram for the children in your class. Study this sociogram and record your findings in the record sheets of the children.

(5) Observe at least six children in your class. Find out as much as you can about them, using the given form for reporting on a child to guide you.

(6) Make a report of your observations of children at the age level of the class you are observing.

(7) Discuss your observations with your professor and with other students.

Other objectives can be worked out in like manner.

4.33 *Planning the sequence of professional laboratory experiences.*

(1) To achieve the optimum learnings from these professional laboratory experiences, it is important that the principle of sequence be observed in organizing them. Experiences can be ordered in several ways:

(*a*) from observation to participation, and to full time teaching;
(*b*) from individual to small group, and to whole class teaching;
(*c*) from short periods to longer periods, and to full time teaching;
(*d*) from the theoretical to the practical and *vice versa*.

Within each of these general ways would be formed variations, such as:

(*a*) from observation of the whole class to detailed observation of two or three childrens.

(*b*) from observation of general methods and procedures to observation of techniques of handling specific problems.

(2) The example given in the previous section of how experiences can be designed also illustrates a possible sequencing of the experiences. This particular sequencing is from the study of large groups to individual children. It is based on the assumption that an understanding of the general characteristics of large groups gained in theory courses and in practical work should help the student teachers gain a deeper understanding of children as individuals.

(3) The sequencing of experiences will depend on several factors, like the purpose of the experience, the availability of the experience at a certain time, the particular learning style of the student teacher, and the logic of the experiences.

(4) An examination of the sequencing of experiences will help the teacher educator to see the gaps between theory and practice and make additional provisions for bridging these gaps. It will also help him to find out if there is continuity in the experiencing and in the various interactions between the theory and the practice.

4.4 *Suggesting Appropriate Methods of Organizing Pre-Teaching and Student Teaching Experiences*

The following methods are suggested as appropriate in organizing pre-teaching and student teaching experiences in the curriculum of teacher education:

4.41 *Organization of Pre-Teaching Experiences*

This stage may be divided into two phases, *viz.*, observation and participation.

Stage I: Observation

The principle of "learning by doing" requires that student teachers be given full opportunities to participate in all school activities including all necessary field experiences from the time they enroll in the training institution. Due to individual differences which exist among them and the differences in previous experiences in context between the student teachers who are freshers or teachers in service the experiences will have to be carefully selected to meet individual needs while ensuring that all have the same type of experiences. The cooperating and supervising teachers should be able to decide when their student teachers are ready to proceed from observation to participation in class activities. However, a minimum period of about one full week may be useful for observation of classroom teaching. Other variables to be considered in determining duration of observation could be the interest, need, and initiative of the student teachers, individually. The cooperating teachers of the school and the supervising teachers of the training institution should be able to decide on what to observe, how to observe and whether observation should be with or without active participation, in terms of the objectives. Observation should be carefully planned at a conference of the supervisors, cooperating teachers and student teachers, preferably held in the Teaching Centre to avoid confusion and chaos. Observation of field experiences could be guided or free; but the preparation of the teacher for conducting a class, his methods of organization, presentation or execution of the lesson, and the extent of pupil participation should be on the basis of proper guidelines given. Every observation should be followed immediately by a discussion. Both formal and informal discussions are useful. Formal discussions should be under the leadership of supervisors and cooperating teachers and should be held at the Teaching Centre in the school. Discussions should be directed to the objectives of the lesson, the outcome and how far the learning situation and the learning experiences were suited to the attainment of objectives. Alternative methods equally suitable or possibly better suitable, may also be discussed.

Simultaneously, in the training institution, observation of teaching and managerial situations through films, videotapes, etc., and other simulated experiences may be given. Demonstration lessons may be arranged for discussing the fundamentals of lesson organization and execution in terms of specified objectives.

Stage II: Participation

Participation in the field activities, particularly for understanding child behaviour and the ways of life in the community should be undertaken through planned visits arranged with the leaders of the organizations concerned. On-the-spot discussions during or after the visits with the leaders will be necessary to clarify many ideas, get a clear understanding and develop proper concepts. Further discussions may be held in the training institution and/or the Teaching Centre. Active participation in school activities may be staggered throughout the course, though a beginning should be made along with or at the end of the first observation week in such activities as participation in school assemblies, associations and sports. Participation in the classroom activities should begin with the student teacher playing the role of a *teacher aide* assisting the class teacher in teaching and class management, and gradually in handling small groups of students under guidance.

4.42. *Student Teaching*

Student teaching is a key phase of the total teacher education programme, inasmuch as all that is learnt in the training institution, the schools and outside are drawn upon and put to practical use in actually working with children in the school setting. It includes involvement in and performance of all activities of the school besides classroom teaching.

Practice teaching may be organized in the following stages:

Stage I: Student Teaching On Campus

A conference of supervisors from the training institution under the leadership of the Director of Student Teaching with the principal and staff of the laboratory school should decide on the schedule of student teaching and discuss and clarify objectives and procedures of assessing the professional growth of student teachers.

Lesson plans should be prepared in advance by student teachers with guidance from lecturers, supervisors and cooperating teachers. A framework should be suggested which may be used ordinarily by the student teachers for lesson planning, but this should in no way curb their freedom to initiate new ways of organizing teaching-learning activities, which should be encouraged.

During practice teaching, the cooperating teacher is expected to be present in the class in order to facilitate future guidance.

A student teacher should be given opportunities to teach in every grade and subject appropriate to his level of training including large classes and multiclasses. He should gradually be given opportunities to take full responsibility of the classroom as well.

Assessment, discussion and evaluation of practice teaching should be a continuous process. Self-evaluation by student teachers themselves and assessment by cooperating teachers and supervisors should be an on-going process during student teaching. It should be remembered that assessment at this stage is not examination for grading but a means to help the student teacher improve his skills. Evaluation should cover

all aspects of the student teaching programme, and not of mere instructional activities. The evaluation criteria should be drawn up early by all concerned in the process and be clearly known to student teachers, the cooperating teachers and supervisors. Post-teaching conferences should be held as often as possible to discuss the student teacher's performances and give him suggestions for improvement. The total student teaching programme should also be evaluated later at a conference of all parties involved for effecting further improvements in it.

Throughout this period, the student teacher will be getting opportunities to improve his skills in teaching and class management through the indirect experiences to which he would be exposed in the training institution, like microteaching and simulated experiences. An effort should be made to coordinate such laboratory experiences with the requirements of actual teaching situation whenever necessary by mutual consultations between the school staff and the staff of the training institution.

Stage II: Student Teaching Off Campus

Student teachers should preferably be given facilities to teach in both on-campus and off-campus schools. In this case, the off-campus programme could be taken up as the second phase of practice teaching. This will enable the pursuit and evaluation of different objectives at the two sites — while subject matter and presentation competencies may be developed through the on-campus programme and evaluated, the stress could be shifted to promotion and evaluation of the decision-making competency in the off-campus programme. This is the stage in which the student teacher may be faced with unexpected situations arising from a new environment, unfamiliar pupils and, sometimes, a different climate for teaching. This is also the time when he has to be mainly on his own, the cooperating teacher gradually withdrawing from the scene and giving him full responsibility for planning and conducting all instruction, class management and organization of extra- or co-curricular activities. Initiative, resourcefulness and the capacity for management are called into play at every stage, and the student teacher gets to know how he could stand up to new situations. He will also find out for himself what theories work and what do not.

A conference of the Director of Student Teaching in the training institution with the local Inspector of schools and the heads of schools will be necessary to decide matters relating to the distribution of student teachers to the different cooperating schools. This should be followed up by a meeting with the cooperating teachers in each school for arriving at agreed procedures for the conduct of student teaching and its supervision and evaluation. These meetings should be held sufficiently early before the programme of student teaching is to begin. The supervisory staff of the training institution should then periodically be present at the cooperating schools for discussing with the student teachers and cooperating teachers the problems and progress of the student teachers and to participate in the post-teaching conferences held at the Teaching Centres for guidance and evaluation.

4.43 *Internship*

It is advisable that an internship programme be introduced after the student teacher graduates (or finishes his courses in the training institution) so that the student teacher

would receive further guidance in the field from the training institution for improving his competence in special areas and provide feedback for improvement. The duration of internship and the conditions of service (hours of work, pay, etc.) are matters to be decided by each country though, as a general rule, it would be desirable to give the interns only a lesser load of work than given to regular teachers. While under internship, if the services of the interns as student advisers are utilized to help fresh trainees in their day-to-day work in the schools, it will further strengthen their own percepts about the teaching-learning processes. Internship would then help them in reconstructing a theory of education that works in practice and will be satisfactory in the light of the objectives specified. Adding a year of internship is also an economical way of adding one more year to the period of training, which should be welcomed by any of the developing countries which find it difficult to extend the duration of the regular training course from the one or two years which is its pattern at present. This suggestion therefore deserves serious consideration.

THE NEW TRAINING INSTITUTION AND ITS RELATIONSHIPS WITH THE SCHOOLS AND OTHER AGENCIES

5.1 *Agencies Involved in the Training Function*

Teacher education has long been considered primarily as the responsibility of the teacher education institutions. So long as this concept is held, the staff of training institutions will have to 'go begging' for accomodation of their trainees in schools for student teaching, and depend solely on their own staff for any worthwhile supervision and evaluation of student teaching. Any cooperation between the training institution and the schools that exist will mostly be on a personal basis, if it is voluntary, and merely formal if secured through government regulations. This is an irrational situation. The training institution as the producer and the schools as consumers of the product should act in closer relationship to improve the quality of the product. A partnership between the training institution and school, going beyond the narrow concepts of personal understanding or cooperation, should therefore be established. This done, the process of training would be completely changed. The site for training, i.e., for almost all of the direct experiences to be given to trainees, would be the school; and the training institution would be the site mainly for imparting the indirect experiences. Responsibility for the training will also be shared.

Figures 1 and 2 outline the partnership concept in the preparation of the teacher. The partnership goes beyond the training institution and the school to all agencies concerned with the education of children and the training of teachers for this purpose.

5.2 *Implications of the Partnership Concept for Integration*

It can be seen that the present practices leave much to be desired if the objectives of teacher education in general and of professional education in particular are to be achieved. The different components in the basic structure of the programme should be seen in the light of new functions. It is not enough that the emphasis on theory and practice is balanced; the sites for experiences related to these two aspects also need to be looked into in order to achieve the maximum integration between them. It would be necessary to learn the theories of education in the theory courses, but it is also necessary and possible to arrive at a theory from the practice of teaching. Such a theory alone would be workable. The teaching-learning cycle, as presented in *Figure 3*, will show how this is achieved.

The new theory may be a revision of a previous one or the adoption of one from the many theories discussed. At any rate, through the intellectualization of the experiences, whether they be those gained from theory courses or from practice, new integrations should result, and these in turn will become bases for newer learnings. This would make the reconstructed theory of education a practical one suited to the situation obtaining in the schools while also providing for a restructuring of contents and methods for the renovation of practices in line with the aspirations of the people, the advances in educational technology and industry and the needs of development.

Because of its proximity to the teacher training institutions, it seems that the laboratory school should be selected to provide most of the opportunities for direct experiences. On the other hand, the training institution should do all that is necessary for providing the indirect experiences, which would help minimize mistakes and avoid the possible wastage of time and effort involved in the improvement of skills through direct experiences in schools, experimenting with pupils.

This would demand a much closer relationship among the teacher training institutions, the laboratory and cooperating schools, and the other community agencies which may serve some of the purposes of teacher education.

5.3 *Steps to Bring About Unity of Purpose Between the Training Institution and the Schools Involved in Teacher Training*

a) In view of the new changes envisaged in teacher training, it is suggested that every training institution should have attached to it a laboratory school in the same campus and cooperating schools within easy access of the training institution. All these institutions should work in close collaboration to integrate the theory and practice of teacher education.

b) The training institutions should be given a greater measure of autonomy from departmental control than at present in matters academic, and in addition, the training institution should have complete control of the laboratory school.

c) Steps should also be taken to ensure closer administrative cooperation between the training institution and the cooperating schools.

d) It is suggested that the cooperation and coordination between the local supervisor or inspector of schools and the training institution be further strengthened.

e) In order to have effective training programmes, it is desirable to provide adequate buildings and equipment and qualified staff to the new training institutions and to the laboratory schools atached to them.

5.4 *Staff Structure and Curriculum Reorganization in the Training Institution*

For a reorganization of the process of training, it is felt that the faculty system present in many training institutions is unsatisfactory. It is suggested that to provide for greater integration of theory, as well as of theory and practice, the faculties should be restructured.

The staff of the training institution should be composed of teachers possessing at least a university degree, professional training and satisfactory teaching experience. The principals of the training institutions should possess a master's degree in education or an equivalent professional qualification. The staff structure should be planned with the changed functions to be undertaken such as research, curriculum development, utilization of educational technology and mass media, and a continuing relationship with schools and community for imparting practical

experiences, especially pre-teaching and student teaching experiences to the trainees for the learning of not merely the skills in teaching, but the learning of theory as well as the integration of theory and practice.

The following departments or centres are suggested:

i. curriculum department
ii. department of teaching resources and techniques
iii. testing and measurements department
iv. guidance and counselling department
v. student teaching department
vi. services department

5.41 *Curriculum Department*

The task of this department would be to explain, interpret, implement and evaluate the curriculum and integrate its contents both horizontally and vertically. Co-curricular acivities will also come within the purview of this department. The library facilities will also be coordinated with this department. The staff of this department will be the main corps of tutorial professors who will expound theory and do research, and sit with co-operating teachers in the Teaching Centres to integrate theory and practice.

5.42 *Department of Teaching Resources and Techniques*

This department would have various sections, such as:

i. a production workshop for the supply of reading materials and simple teaching aids;
ii. a store and operational theatre for utilizing audio-visual aids and other educational hardware and software;
iii. a section in charge of library, duplicating services and dissemination of information;
iv. laboratories for the teaching of experimental psychology, science, languages, etc.

The professors will be mainly involved in exploring new strategies and techniques of instruction, and for imparting many of the indirect experiences like microteaching, simulation, programmed learning, etc.

5.43 *Testing and Measurements Department*

This department will supervise child studies, evaluation and grading, field experiences, case studies, etc., and would cooperate in the research programmes carried out at the institution. The professors will assist cooperating teachers and supervisors of student teaching in evolving evaluative criteria at every stage of student teaching, as well as in evaluating the student teaching programme.

5.44 *Guidance and Couselling Department*

This department would

i. train student teachers in techniques of guidance and counselling for pupils in schools; and
ii. provide guidance and counselling for students under training.

5.45 *Student Teaching Department*

This department will be under a Director of Student Teaching, who may be the Vice-Principal of the training institution. The supervisors of student teaching will work under his supervision. The Inspector of local schools will be an associate member of this department and the counterpart of the Director as far as the schools are concerned. Together they would be responsible for planning and programming student teaching activities. The heads of schools will be honorary or associate members of this department and will share in this planning and programming. All pre-teaching and post-teaching conferences held at the Teaching Centres will be organized by this department.

5.46 *Services Department*

This department will see to all services such as arranging medical aid, purchase and maintenance of equipment, transport, etc.

It is emphasized that each department (or centre) should work not in isolation but in close cooperation with others as a team. This cooperation, moreover, should not be through meetings and discussions alone, but should also take place when practical experiences are being provided for students under training.

5.47 *Methods of Training*

The staff of the training institutions would have to be reoriented to the new concept of teacher education. It is suggested that for better integration of the theory and practice of education the teaching staff should resort to the use of tutorials, seminars, discussions and assignments rather than depend on the traditional lecture methods. They should depend mainly on the Teaching Centres in the schools for imparting all direct experiences to the student teachers, including the conduct of student teaching and its evaluation, and for its effective implementation, have regular consultations and conferences with the school staff at the Teaching Centres. Having done this they should concentrate on imparting indirect experiences to the student teachers in developing teaching skills through microteaching, simulation and lesson plan discussions and in relating theory to practice in all aspects of teaching, psychology of learning, sociology of school organization and human relations in school administration. They should provide facilities and encouragement to student teachers to do a lot of directed study, self-study, experimentation and research and arrive at decisions through group discussions. They should also lead them on to further studies in the subject fields through their lectures and suggested readings for discussions, tutorials and seminars.

5.5 *The Laboratory Schools*

The laboratory school is an institution affiliated with the training institution to provide opportunities for student teachers to gain experiences in the practice of education. It is an established demonstration and pilot centre with special staff and facilities so as to provide a reasonably good model of teaching-learning environment for student teachers.

The main functions of a laboratory school should be:

i. to provide laboratory experiences to student teachers in order to develop skills and professional attitudes to teaching and school government and to make them effective teachers and class managers;

ii. to test and try out new techniques and new teaching materials;
iii. to provide feedback to improve theory and practice;
iv. to provide facilities to the staff of the training institution and to student teachers to try new programmes and practices;
v. to make investigations and to conduct simple action research on live educational problems so as to bring about change and improvement;
vi. to install the tested results of experimentation as a model for other schools;
vii. to provide up-to-date, efficient and successful learning experiences to pupils according to their needs and potentialities using the latest methods and techniques;
viii. to conduct supervision and evaluation of student teachers in line with criteria laid down at meetings of staff with those concerned with student teaching in the training institution, and participate in the post-teaching conferences arranged for helping student teachers in their professional growth.

The structure of the laboratory school is envisaged to be as follows:

i. it should be a part of the training institution for all practical purposes;
ii. it should provide all grades of school necessary for the training institution;
iii. it should have a Teaching Centre set up in it for facilitating the training of student teachers;
iv. it should be co-educational and draw its pupils from all socio-economic levels of society.

It is suggested that:

i. the staff in the laboratory school should necessarily have higher qualifications than prescribed for the student teachers who will go for practice there and should be professionally qualified;
ii. the principal and vice-principal of the school should have qualifications at least equal to that of the lecturers of the training institution;
iii. the staff of the laboratory school should be given the status of honorary or associate members of the training institution and some privileges which may be worked out between the training institution and the school, e.g., free access to the library of the training institution, free tuition for higher studies there and preference for appointment on its staff;
iv. the interchange of some of the staff of the laboratory school with the staff of the training institution may be desirable from time to time.

5.6 *The Cooperating Schools*

A cooperating school will be a school within easy access of the training institution, to which the teacher trainee will go for student teaching. It is not under the direct control of the training institution.

It is felt that sending out student teachers to practice in the cooperating schools is important because it serves the following purposes:

i. provides an example of a type of school generally available in the community;
ii. gives student teachers the opportunities to gain insights into the conditions of a regular school in matters of organization, administration, and facilities for teaching and learning;

iii. provides a variety of experiences for student teaching;
iv. gives student teachers opportunities for testing the applicability of new ideas gained in the laboratory school in regular classroom situations, which may offer variations, both of degree and kind;
v. develops in student teachers resourcefulness and initiative when working with limited facilities, and puts to test their capacity for decision-making;
vi. provides an opportunity for the teachers in the cooperating school to keep up-to-date with the new ideas and innovative practices currently advocated by the training institution.

These purposes can be best served if the following facilities and services are present in the school:

i. library facilities including a reading room;
ii. laboratories, depending on the level, including farms and gardens;
iii. health facilities, including facilities for recreation and play, canteens, toilets and safe drinking water;
iv. audio-visual centres;
v. guidance and counselling services;
vi. special rooms, including conference rooms, department rooms, and offices;
vii. art centres, including music rooms with the necessary musical instruments;
viii. clinical services.

A Teaching Centre, which may be organized in each cooperating school for coordinating and facilitating student teaching practices, would make use of all these facilities. This would provide the site for meeting with the tutorial staff of the training institution and the student teachers in pre-teaching and post-teaching conferences, for evolving criteria for evaluating student teaching, giving the student teachers help and guidance in teaching and other school activities in which they participate, and for evaluating and grading their performance.

To provide adequately for these services, it would require special types of teachers. Therefore, it is suggested that the cooperating schools should be staffed by:

1. A principal who has graduated from a teacher training institution with approximately:
   a. 14 years of education for the primary school;
   b. 16 years of education for the middle school;
   c. 16-18 years of education for the upper secondary school.
2. Teachers
   a. who have had a good general education and who have pursued deeper studies in one or two basic disciplines;
   b. who are professionally well oriented and have specialized in at least one professional field other than methods, e.g., library science, guidance and counselling, programmed instruction, reading, etc.;
   c. who have developed a professional attitude and are open-minded;
   d. who have a well-balanced personality.

It needs to be emphasized that the education of a teacher is a never-ending one. The staff of the cooperating schools, therefore, should continually improve themselves through several ways, such as reading, in-service education, research and experimentation.

For this, some type of incentive may have to be offered to the teachers in the cooperating schools. Selected teachers may be designated as student teaching supervisors. One of the most effective incentives is to give them the status of associate or honorary members of the teaching staff of the training institution. Another is to give them certain privileges.

5.7 *Inter-Institutional Relationships*

It is felt that a training institution cannot function efficiently without the cooperation of the other educational institutions in the locality, including other training institutions, and institutions of higher learning.

Areas of Cooperation

This cooperation is envisaged at all levels and could be useful in the following areas:

i. curriculum development;
ii. economic utilization of staff and the use of staff for interdisciplinary teaching;
iii. pooling of teaching resources, materials and media and sharing them;
iv. testing and evaluation of student teachers and their programmes;
v. guidance and counselling services;
vi. research;
vii. curricular and co-curricular student activities;
viii. seminars and conferences of teachers;
ix. maximum utilization of library resources;
x. proper conduct of student teaching.

It is suggested that this cooperation be encouraged for the following reasons:

i. to promote maximum use of the total resources available for mutual benefit;
ii. to help avoid unnecessary duplication of efforts in areas of specialization;
iii. to help in the exchange of information and experience;
iv. to bring about cooperation and healthy competition among institutions;
v. to help develop friendly relationships and unity of purpose among institutions;
vi. to raise the dignity and professional status of teacher training;
vii. to reduce the total operational cost.

Effective cooperation can be achieved in the following ways:

i. by setting up a Teacher Education Council under whose auspices participants from all the training institutions can get together for professional purposes;
ii. by setting up committees consisting of experts in various areas;
iii. by the preparation of teaching materials suitable for the integration of theory and practice in education;
iv. by the exchange of staff and the utilization of staff for interdisciplinary teaching;
v. by the exchange of student teachers, when new specializations require it;
vi. by the exchange of equipment and materials;
vii. by developing and sharing standardized test materials;
viii. by sharing the cost of educational research.

It would be desirable to have a joint bulletin of these institutions published by the Teacher Education Council to disseminate information about the institutions for the benefit of others.

5.8 *Inter-Agency Relationships*

The training institution and the neighbouring schools should be closely knit together for the purpose of education. It is the school where the training institution can relate the theory of education with practice by putting its student teachers into actual classroom situations to apply what they have learned in theory. The school should cooperate with the training institution in carrying out its student teaching programme, and the training institution in return should share with the school staff its knowledge and experiences in education. The school should provide necessary facilities to the student teachers during their practice teaching and the trainees should in turn cooperate with the school authorities in matters of administration and discipline, and do their best to benefit the school and its pupils by organizing instructional and auxiliary activities without conflicts of any kind. Both institutions should share their audio-visual aids and other materials of teaching for instructional purposes. They should believe that they benefit from the mutual contacts. The training institution should invite the school for its functions and *vice versa*. Thus, they can strengthen their cordial relations with one another and achieve the common purpose of properly training teachers for the schools.

In order to impart effective and successful training to the student teachers, cooperation between the training institution and the local agencies engaged in social, cultural, economic, and health activities is also necessary. Such cooperation can be had by organizing local Teacher Education Councils. The Teacher Education Councils should meet as often as necessary — may be three or four times a year. Their terms of reference could be laid down at the national level by the Ministries of Education. Questions of election of office bearers and their duties should be determined by individual country requirements. The choice of representatives should be such that the body has sufficient power to make and implement suggestions. These terms would determine the composition, procedures, and functions of the Council. Exchange of information and reports, etc., among the various Councils should also be arranged and annual meetings of representatives of all the Councils might be held. The aim would be to ensure maximum utilization of resources at the local and national levels and to ensure support for and participation in teacher education from all possible agencies. The Council should include representatives of all agencies and institutions in a locality who have a part to play in teacher education or are actively interested in its quality.

The following may be included in the Teacher Education Councils:

1. Educational Institutions: universities, teacher training institutions, schools, polytechnics, vocational training centres, and specialized training centres.
2. Cultural Institutions/Agencies: libraries, museums, zoos, national academies and societies, broadcasting and filming agencies, religious organizations and institutions engaged in the promotion of art and culture.
3. Other Agencies: teachers' organizations, students' organizations, parents' organizations, community service organizations, Ministry of Education and local bodies, and bilateral and international organizations.

The Teacher Education Councils should operate with the pooled resources of the local institutions and with financial help from national agencies responsible for education. It is envisaged that all costly materials like, for example, a radio station or a closed-circuit television station or video-taping equipment can be installed in a *Materials and Services Centre* to be operated by such a Council, and recorded tapes and discs and educational films, etc., could be

taken on loan from these centres as and when required by the training institutions and cooperating schools. This would be the most efficient and economical way of providing technological aids for teacher training in developing countries.

SUGGESTIONS FOR INSTALLING AN INTEGRATED CURRICULUM

6.1 For installing an integrated curriculum and for its continued improvement through innovations in curricular content, methods and techniques, it is suggested that a Department of Innovations or Department of Research and Development be established within the Ministry of Education of the country or in a university or as an autonomous body with direct relationships with the Ministry and the universities. It should serve some or all of the following functions according to the structure of the Innovations or R & D Department in the respective countries:

1. Examine the existing curricula and textbooks for their relevance;
2. Develop new curriculum and new textbooks, teachers' guides, laboratory manuals, etc., in line with the changed or changing national objectives;
3. Develop tests and measurements for evaluation according to the new objectives;
4. Ensure proper utilization of the available laboratory equipment and the manufacture of equipment both from local materials and from imported raw materials;
5. Foster applied and action research for development of new techniques with a view to improving the efficiency of the educational processes and reducing the cost of the total operation; and
6. Train supervisors and teachers in service for introducing new techniques of teaching, utilizing educational technology.

The proposed Department may have the following units:

1. *Science and Mathematics.* This unit should coordinate science and mathematics teaching, develop science and mathematics curriculum, ensure maximum utilization of science equipment, and the manufacture of simple science equipment.
2. *Social Sciences.* This unit should coordinate social science teaching, develop social science curriculum, and devise suitable teaching aids.
3. *Languages.* This unit should coordinate language teaching and develop language curriculum.
4. *Audio-Visual.* This unit ought to serve units 1, 2, and 3 above, with respect to the preparation of teaching materials required for the curriculum. It should also promote the training of teachers in handling educational hardware.
5. *Evaluation.* This unit should service units 1, 2, and 3, in carrying out evaluation based on the objectives of the curriculum.
6. *Professional Education.* This unit should:
   a. Examine the pre-service and in-service training programmes for teachers, and prepare learning packages for the training of teachers in school subjects such as mathematics, natural sciences, social sciences and languages, as well as supervisors and teacher educators;
   b. Prepare guidebooks for the teachers in the field for the proper implementation of the curriculum, utilizing the new techniques of teaching-learning, educational technology and mass media, and the laboratories, libraries, and audio-visual materials, and

for carrying out evaluation of the teaching-learning process and its outcomes in terms of the objectives;

c. Conduct seminars or workshops for teachers on the innovative practices proposed to be introduced for their proper implementation (or try-out) and for providing feedback on teaching problems, teaching materials, laboratories, libraries, and the evaluative instruments used.

d. Exchange information on innovative practices with other Member States of the region.

7. Research and development activity carried out by the Department would proceed from initiation of projects and try out of the projects through the successive approximation technique to the final stage of installing the innovations in the educational system.

6.2 The educational qualification for entrance to teacher education institutions and the duration of training should be dictated by the level of schools which the teacher is to teach. An earnest effort should be made to gradually increase both the qualifications and the training period in order to improve quality in teaching. The incursion of educational technology in the educative processes and the problems of mass education demand a new type of teacher who cannot just be trained in a very short time.

6.3 A minimum period of two years of training, if the training is given as an end-on course, would be desirable to effect an integration of theory with practice.

6.4 An internship period of one year, when he would work in the school as a teacher and at the same time do advanced work in a field of interest in the training institution, may go a long way to produce quality teachers in special fields without much additional expenditure, and so may be considered for adoption if conditions in the state warrant.

6.5 Teacher education and the education of children at school can become relevant only if both are coordinated by a single agency in the light of common purposes. A Board of Education at the national level is suggested as perhaps the agency which could be responsible for policy-making and coordination at the national level.

6.6 A Teacher Education Council may be establised nationally as a central organization and under its umbrella local Teacher Education Councils may be formed in every region or district. These Councils should help provide inter-agency cooperation for effectively implementing the practice of teacher education. They should also be charged with the responsibility of providing for the proper training of the teacher educators. The national Teacher Education Council should be adequately represented in the Board of Education.

6.7 Under the Teacher Education Councils may be set up centres in which units of costly apparatus like, for example, a closed-circuit television station, a films library, video-taping equipment and other costly audio-visual aids may be provided through the pooled resources of all the institutions. These centres would afford a common meeting ground for teachers and teacher educators in periodic seminars and conferences as well as help exchange of teachers and students with the institutions of the locality. It might also help in the maintenance of common standards of teacher training.

6.8 Teacher education institutions should be reorganized for serving the purpose of self-learning by the student teachers with the help of technological aids and library materials, and

for imparting training in the skills required for teaching through contrived experiences. Lectures should be reduced to a minimum, and group discussions and experimentation by students encouraged. Team teaching and the teaching of large classes should be explored. The utilization of mass media, like the radio, television and educational films and the products of educational technology and industry, like programmed learning, should become part of the instructional programme of teacher education and the training given should be adequate to infuse confidence in making use of them. Teachers in developing countries should have to play constructive roles in out-of-school activities connected with community education and functional literacy, and the training institution should therefore prepare them for these additional responsibilities also, if teacher education has to be relevant to the emerging needs of these nations.

6.9 The salaries and privileges of the teacher educators at all levels of training should be made attractive. They should also be equalized, provided they have equal qualifications and responsibilities. A common scale of pay, with gradations within it for adjustments to the variations in qualifications and responsibilities, may help in this integration.

6.10 In every cooperating school, a Teaching Centre should be established and made the site for the student teachers, cooperating teachers, and the supervisors of the training institutions to meet for planning, programming and evaluating student teaching.

6.11 Necessary steps may be taken to implement the concept of partnership between the training institutions and the schools in all matters concerning the training of the teachers.

6.12 In view of the additional qualifications and responsibilities required of the cooperating teachers for implementing the concept of partnership in the training of teachers, serious consideration should be given to the need for giving them some incentives. This may take the form of extra emoluments, or better still, recognizing them as honorary or associate members of the staff of the training institution.

6.13 In order to attract more talented students to the teacher education institutions and to prepare adequately qualified teachers for the ever increasing number of schools in the developing countries and for implementing programmes of quality education through the adoption of innovative approaches, it is strongly urged that teachers' salaries should be increased. However, it is stressed that it is the duty of the teacher educators in the Member States to try to achieve a betterment of the quality of the teachers through other means as well, such as promoting achievement motivation through making them aware of the prestigious role they play as social engineers, and providing facilities and incentives for their further education in service.

6.14 In view of the fact that the education of girls has not kept pace with the education of boys in the developing countries, it is suggested that all possible steps be taken for the training of more women teachers. The practical experiences given to them should, as far as possible, be to develop their special potentialities.

6.15 Teacher certification should be made a prior condition for teaching in any school. Those already in service with no training or inadequate training should be put through in-service courses and certified as early as possible.

6.16 One of the most urgent needs for making teacher education relevant to the developing countries is the preparation of textbooks, manuals, and teaching guides relevant to the situation in the country and its aspirations for development. While the work may be taken up by the Ministries concerned, or by the Research and Development or Innovations Departments to be established, it is felt that a good part of these materials could be prepared by the teacher education institutions themselves, and discussed, improved and put into shape by committees set up under the auspices of the Teacher Education Councils envisaged. In this work, as well as in the dissemination of the research findings in educational thought and practice in Asia and abroad, it would be desirable to have a central clearing agency, presumably like AITE. It is also necessary that technical and financial help be extended by the Asian Centre of Educational Innovation for Development (ACEID) to be set up in Bangkok by Unesco as well as other international agencies to the teacher education institutions, through their governments, if the potentialities of these institutions are to be tapped in full.

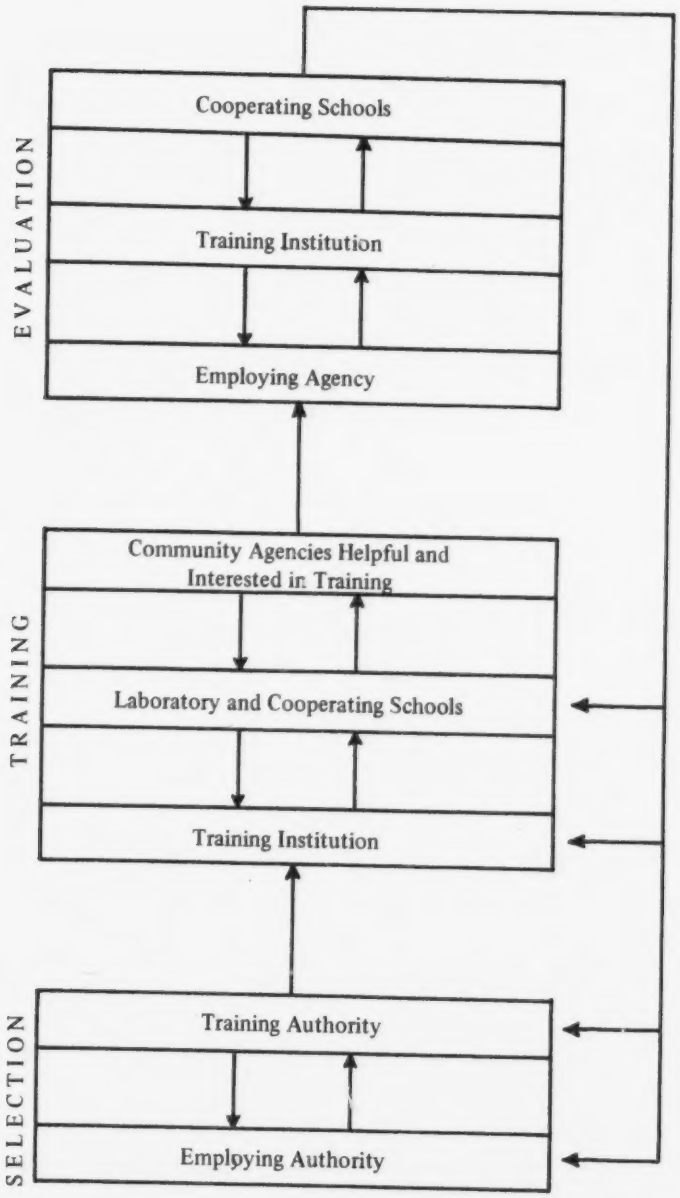

Figure 1 THE PARTNERSHIP CONCEPT OF TEACHER EDUCATION

Figures

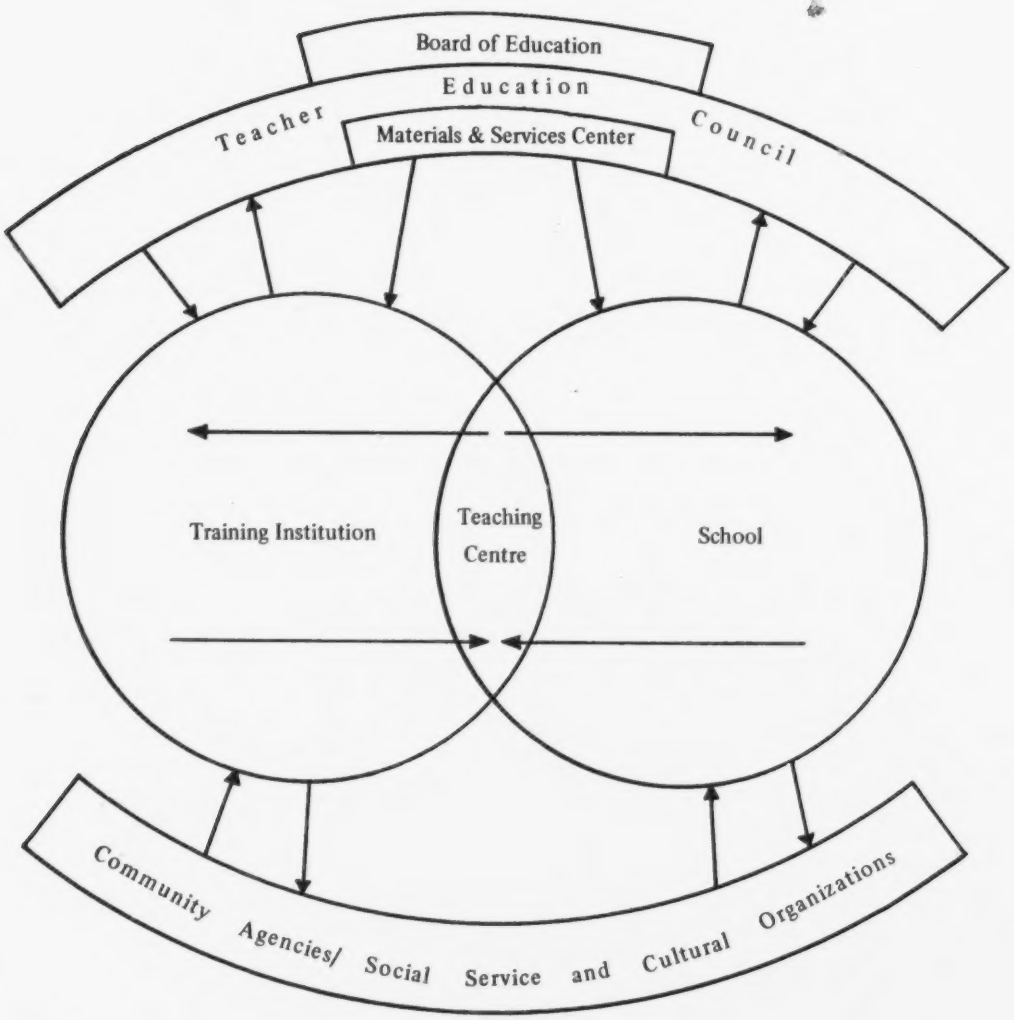

Figure 2 THE PARTNERSHIP CONCEPT IN TEACHER EDUCATION

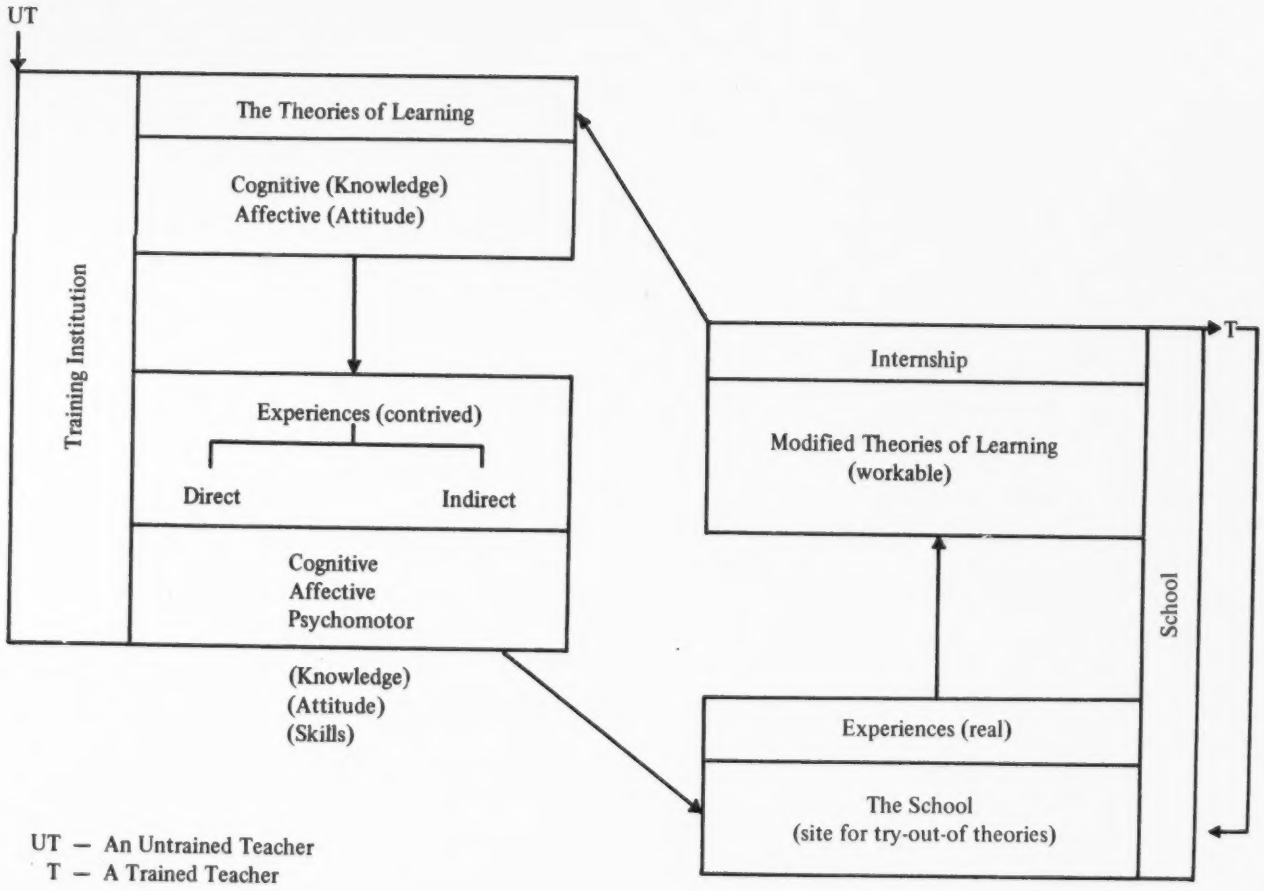

Figure 3 THE LEARNING-TEACHING CYCLE

APPENDIX I

List of Participants and Observers

A. Participants

Afghanistan	:	H. E. Mr. Mohd Fazell Second Deputy Minister of Education Royal Government of Afghanistan, Kabul
		Mr. Abdul Sami Hamid President Teacher Training Department Ministry of Education, Kabul
		Mr. Mohammed Amin Professor of Education Faculty of Education University of Kabul, Kabul
Iran	:	Mr. M. Assai Adviser to Secondary Education Department Ministry of Education Imperial Government of Iran Teheran
Nepal	:	Mr. Gopi Nath Sharma Under-Secretary of Education Ministry of Education His Majesty's Government of Nepal Kathmandu
		Mr. Shrestha Ayan Bahadur College of Education Kathmandu
Pakistan	:	Dr. W. M. Zaki Education Adviser Ministry of Education Government of Pakistan Islamabad
		Mr. Gauhar Rahman Abbasi Principal Teacher Training Institute Haripur, Distt. Hazara
Sri Lanka	:	Mr. L.A. Devendra Principal Teacher Training College Maharagama
		Mr. M.A. Tillakaratna Ministry of Education Colombo

Appendix II

Dr. Abdul Ghafoor Ghaznawi
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Director of Science Center
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Kabul, Afghanistan

Mr. K.L. Talwar
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Kabul, Afghanistan

Advisers nominated by the Royal Government of Afghanistan :

Mr. R.H. Ardill
UNDP/Unesco Programme Coordinator and
Adviser in Educational Planning
Ministry of Education
Kabul, Afghanistan

Mr. C. John Allen
Unesco Chief Technical Adviser
National Programme of Educational Training
P.O. Box 5
Kabul, Afghanistan

B. Administrative Officers

i. *Planning Committee*

H.E. Dr. Yasin Azim (Chairman)
First Deputy Minister of Education
Royal Government of Afghanistan
Kabul

H.E. Mr. Mohd Fazell
Second Deputy Minister of Education
Royal Government of Afghanistan
Kabul

Professor Ghulam Hassan Mujaddidi
Faculty of Letters and Humanities
University of Letters
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Mr. Mahmoud Karimzadah
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Royal Government of Afghanistan
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Mr. M. Amin
Professor of Education
Faculty of Education
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Mr. Habib Bahjat
Director-General
Foreign Assistance
Department of Planning
Ministry of Education
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Mr. Abdul Sami Hamid
President
Teacher Training Department
Ministry of Education
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Mr. Juma Gul Bandawal
Vice-President
Teacher Training Department
Ministry of Education
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Dr. Abdul Ghafoor Ghaznawi
Professor of Natural Sciences
Faculty of Education, and
Director of Science Centre
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Dr. Yasin Saaed
Professor of Education, and
Director of Research Centre
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Mr. Zahir Aziz
Secretary
Afghan National Commission for Unesco
Ministry of Education
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Mr. Safiullah Seraj
Acting Director
Audio-Visual Institute
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ii. *Reception Committee*

Mr. Zahir Aziz
Secretary
Afghan National Commission for Unesco
Ministry of Education
Kabul

Mr. Habib Bahjat
Director-General, Foreign Assistance
Department of Educational Planning
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Mr. Ahmad Siddiqui
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Mr. Safiullah Seraj
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Mr. Ahmad Ali
Director, Educational Broadcasting Unit
Teacher Training Department
Ministry of Education
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Mr. W.M. Nakebien
Director of In-Service Education
Teacher Training Department
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Miss Homaira Ludin
Professional Member
Afghan National Commission for Unesco
Ministry of Education
Kabul

Mr. Saaduddin
Vice-Principal (Administration)
Academy for Teacher Educators
National Programme of Educational Training
Kabul

APPENDIX IV

Agenda and Work Schedule

June 3, Saturday

8:30 — 9:00	Registration
9:00 — 10:00	Opening Ceremony
10:00 — 10:30	Tea Break
10:30 — 11:00	Orientation for the Workshop (Director) Election of Office Bearers
11:00 — 1:00	Review of Country Reports
2:00 — 3:30	Plenary Session — Discussion of Working Paper: "Basic Experiences — Direct and Indirect — for Integrating Theory and Practice in Teacher Education"
3:30 — 4:00	Tea Break
4:00 — 5:30	Organization for the Workshop: Guidelines for Identifying the Practical Experiences Needed for Students in Teacher Education

June 4, Sunday

8:30 — 10:00	The Workshop will divide into three groups. *Group A* will analyse the Country Reports and examine the objectives of the practical experiences — both pre-teaching and student teaching — as presently organized. *Group B* will list and analyse the nature of direct experiences, pre-teaching and student teaching, to be provided for teacher education. *Group C* will list and analyse the nature of the indirect experiences to be provided for teacher education.
10:00 — 10:30	Tea Break
10:30 — 12:30	Plenary Session — Discussion of Group Reports.
2:00 — 3:30	Plenary Session: Guidelines for Organizing the Practical Experiences for Integrating Theory and Practice.
3:30 — 4:00	Tea Break
4:00 — 5:30	Plenary Session (cont.)

June 5, Monday

8:30 — 10:00	*Groups A, B, C* will work on the organization of field experiences, clinical experiences, and pre-teaching and student teaching respectively, with a view to integrating theory and practice.
10:00 — 10:30	Tea Break
10:30 — 12:30	Group Work (cont.)
2:00 — 4:00	Plenary Session — Discussion of Reports of *Groups A, B, C.*

June 6, Tuesday

8:30 — 10:00	Plenary Session — The Concept of the New Training Institution and of the Laboratory and Cooperating Schools Arising from the Need for Integration.
10:00 — 10:30	Tea Break

10:30 — 12:30	*Group A* to work on the structure and staffing of the new training institution.
	Group B to work on the structure and staffing of the laboratory school.
	Group C to work on the structure and staffing of the cooperating schools.
2:00 — 3:30	Plenary Session — Group Reports
3:30 — 4:00	Tea Break
4:00 — 5:30	Plenary Session (cont.)

June 7, Wednesday

8:30 — 10:00	Plenary Session on inter-agency and inter-institutional cooperation for giving field, clinical and laboratory experiences.
	Pros and cons of instituting an internship programme after student teaching.
10:00 — 10:30	Tea Break
10:30 — 12:30	Plenary Session on integration of theory with practice through tutorials, post-teaching conferences and internship.
2:00 — 3:30	*Groups A, B, C* will work on inter-agency cooperation, inter-institutional cooperation, and integration of theory and practice in teacher education, respectively.
3:30 — 4:00	Tea Break
4:00 — 5:30	Suggestions for innovating and installing organizational, administrative and curricular changes necessary to integrate theory and practice in teacher education.

June 8, Thursday

8:30 — 4:00	Meeting of Drafting Committee

June 9, Friday

8:30 — 4:00	Drafting Committee will supervise mimeographing of the Draft Report. For others, trip to Salang Pass.

June 10, Saturday

8:30 — 10:00	Plenary Session: Presentation of the Draft Report and Resolutions
10:00 — 10:30	Tea Break
10:30 — 12:00	Concluding Session

OPENING ADDRESS BY H.E. DR. YASIN AZIM
First Deputy Minister of Education, Afghanistan

Honourable Delegates, Ladies and Gentlemen:

It gives me great pleasure on behalf of the Ministry of Education of the Royal Government of Afghanistan to welcome you all to the Third Sub-Regional Workshop on Curriculum Development in Teacher Education. It is not necessary for me to remind you of the key role played by teacher education in educational development as I am sure you are all well aware of it. However, it is important on this occasion for us to recall the important part played in the last decade or so by regional cooperation in the sphere of educational expansion and development. Starting with the conference of Asian Ministers of Education in Karachi on 1959 and subsequently in further conferences in Tokyo in 1962, Bangkok in 1964, and most recently in Singapore last year, the Member States of the Asian Region have shown their readiness to solve their common problems by coming together to work out solutions and to make recommendations. I am happy to welcome to Afghanistan so many of our colleagues in the field of teacher education from neighbouring countries in the region to discuss matters of common interest. It is, therefore, for us in Afghanistan, a special honour and a privilege to greet you on this occasion and I assure you that we shall do all we can to make your visit a profitable and pleasant one. I should also like to express the hope that on many other occasions in the future we shall be able to act as hosts to representatives of the region at such meetings, and we trust that we shall have further opportunities to welcome you — whether at gatherings such as this, or as individual visitors, or in small groups.

Teacher education is the key to all educational development since, without well qualified teachers, little progress in education can be made. If you will allow me, I shall take my own country as an example. Ten years ago, a total of only 111 teachers was trained to work in Afghan schools throughout the country and there were no separate schemes at all for the training of middle or high school teachers. Today the situation is very different. Almost 3,500 teachers are being trained annually and there are separate programmes for the training of primary, middle and high school teachers. There is also a special programme for the training of teacher educators to work in teacher training institutions.

However, it is not enough just to train more teachers for our schools; we must also train better teachers. Quality as well as quantity is essential and it is for this reason that the subject of this workshop is of major interest to us all.

I have myself been happy to be associated with our own efforts in Afghanistan to improve the situation not only with regard to the number of teachers under training but also their quality. Again, if I may give an example from teacher education development in Afghanistan in recent times, a special committee was formed whose task it was to consider ways in which the training of our teachers could be improved. This committee made what was then a revolutionary proposal — namely, that all student teachers admitted for training should have had at least 12 years of schooling before being accepted into training colleges. This proposal was finally accepted by the Ministry of Education and I am confident that over the years the quality of the teaching in our schools will improve as a result of this decision.

Annex A

Now you are going to spend the next few days considering other means by which the quality of the training of teachers can be improved in this part of Asia and I am sure that we all look forward with interest and eagerness to the recommendations that you will make.

I should also like to take this opportunity to thank Unesco for its active support and interest in our efforts and to welcome their representatives to this workshop. Their initiative and guidance has been of vital importance to us in making our plans in implementing our programmes. I must also extend my sincere thanks to UNICEF for the large part it has also played in recent years in the Asian region in the development of education. In many countries, UNICEF has helped to procure large amount of equipment for use in schools and teacher training institutions and in many other ways as well. We are also indebted to the World Food Programme for their very considerable assistance to the training college food supplies.

The United Nations Development Programme is, of course, the body whose existence has made all these projects, programmes and conferences possible and whose careful guidance is largely responsible for any success we have achieved.

Nor must I forget the bilateral agencies such as USAID, USIS, Asia Foundation, the British Council, the Peace Corps and the Volunteer Services of different countries who have assisted with both material and advisory assistance. I am happy to see so many representatives of the different organizations present here today and it is encouraging to me to observe how in Afghanistan — and I trust in other countries of the region as well — the efforts of the various agencies are being steadily integrated towards a greater coordination and unity of purpose so that we can reach our common goals more speedily and effectively.

I welcome all of you — the representatives of our neighbouring countries, and observers of the United Nations agencies and of the bilateral programmes. I wish you well in your endeavours and hope that this workshop will meet with success.

I now have much pleasure in declaring the Workshop open.

SPEECH BY H.E. MR. MOHAMMED FAZELL
Second Deputy Minister of Education, Afghanistan

Honourable Delegates, Ladies and Gentlemen:

First of all, I should like to express my thanks to you for the confidence which you have placed in me by appointing me Chairman of this Third Sub-Regional Workshop on Curriculum Development in Teacher Education. I shall do my best to prove worthy of the trust you have shown in me and I shall try to carry out my duties to your satisfaction. Secondly, I should like to add my own welcome to those already extended to you by my colleagues. It is my hope and wish that, for those of you who are visiting Afghanistan for the first time, your stay will be enjoyable and pleasant and I trust that the Workshop will prove profitable and interesting for you all.

As you all know, the origin of the Workshop is to be found in the Regional Meeting of Teacher Educators in Asia which was held in Quezon City in September and October of 1969 and which had as its theme, "Curriculum Development in Teacher Education in Asia." This meeting made many valuable suggestions regarding the follow-up work to be done. It suggested studies on themes such as the role of cooperating schools in student teaching. It proposed consideration of the integrated teaching of content and method and also of the amount of practical experience to be given which would comprise teaching practice and internship. Other matters singled out for study were the effectiveness of block teaching as against periodic practice and the importance of practical experiences as a basis for the study of theoretical subjects. The meeting also recommended that Sub-Regional Workshops attended by primary and secondary teacher educators as well as top-level administrators in charge of teacher education should go deeper into the details of the integrated curriculum and discuss further the ways and means of implementing it.

Two of these Sub-Regional Workshops have since been held. The first was in Taipei in December 1969. Its theme was "Formulating Objectives, Learning Experiences and Evaluation Procedures for Selected Units of the Curriculum." A very important result of the first Sub-Regional Workshop was the statement of the view that an integrated curriculum for the professional education of teachers was considered possible for both primary and secondary teacher training colleges. The need for developing a common profession of teachers was therefore regarded as essential. This meant that the old division of training between primary and secondary could no longer exist. The Workshop also recommended that a teacher education curriculum at whatever level (primary or secondary) should have three important parts, namely, general and academic courses (content specialization), professional education courses and student teaching (including all practical work).

The importance of student teaching in training and also of the supervision of practice teaching and the discussion of theory based on classroom experiences was emphasised. Suitable laboratory experiences were also considered necessary before actual teaching in the classroom was begun. The use of teaching materials, microteaching and simulation techniques was also listed as useful preparatory exercises. Discussion, planning, and preparation were regarded as further essential elements in the teacher training process.

So, what was emerging by this time from these regional meetings was that the teacher training process had to be regarded as a whole — as an integrated task — and those working

at the primary, secondary and university school levels had to consider themselves as working on a common exercise and not on separate ones. Much that has to be done to train teachers is common and the experiences to be offered to all students are therefore the same. All teachers under training, regardless of the level at which they will teach, need to be given the opportunities to discuss, to plan, to prepare lessons. All have to go through carefully worked out stages before they are left to face a class of children alone. They have to study individual children and attempt to help them to learn; they have to work with small groups — sometimes with children of similar levels of ability, sometimes with differing ones. They have to be given the opportunity to try to deal with a particular item of learning for five or ten minutes only through microteaching and they also need to try out their teaching abilities in mock lesson situations using their peers as if they were students in a class. They also need to be given training in evaluating carefully their achievements.

Following the Taipei Workshop, a second one was held in Bangkok in November of 1971 and its theme was the "Integration and Modernization of the Teacher Education Curriculum." This meeting also gave some attention to student teaching and listed microteaching, simulation and role-playing, team teaching, group dynamics and discussion as techniques to be used in training students for teaching.

The Workshop also drew attention to such things as the divergence between theory and practice and to the fact that there were differences between the training institutions and the school systems.

Again, this Second Sub-Regional Workshop stressed the need for integrating primary and secondary teacher education — particularly in primary and middle school teacher education. It emphasised, too, the need for comprehensive teacher education institutions capable of providing courses for teachers of all levels — kindergarten, primary and secondary schools, as well as for general education, special education and vocational education. The importance of research and the dissemination of information was emphasised and the introduction of new teaching procedures, methods and techniques as well as the provision of teacher education related to social needs was also itemised.

So, we already have before us, as we start the Third Sub-Regional Workshop, a considerable body of recommendations and suggestions to guide us in our deliberations. The theme of this workshop is "Basic Experiences — Direct and Indirect — for Integrating Theory and Practice in Teacher Education." We are lucky to have the well considered advice of our colleagues in other countries of the region to help us in our discussions. We have their advice that training for primary and secondary teachers should be integrated and we have their advice too on the practical work that should be done in the training of teachers. There is no need for me to tell you how essential this part of the the training of teachers is. It will be of little help to us if we train teachers who are well versed in various educational theories but who are incapable of applying them to the day-to-day situations in which they find themselves.

We all know what the problems of the teachers are. They have large classes of children — often of different age levels and abilities. Many of the children they are trying to teach are repeating the year's study for a second time. There is a shortage of suitable textbooks — and even more iimporant, there are too few teachers' handbooks and manuals to go with them. The heavy demands of the curriculum and of the examination system inhibit teachers from experiment and innovation since they fear that they will not carry out the work demanded of them. There are also problems caused by student unrest and dissatisfaction. Parental attitudes and those of administrators trained in an earlier time also tend to make us cautious about implement-

ing new ideas in education. So, on the one hand we have good advice, but on the other, there are forces which cannot be ignored which help to hold us back. We want to get into the water to swim but we put in our toes, find the water is cold and we draw ourselves back. Nor are the problems merely those of attitudes and resistance to change.

There are practical difficulties too. We are often short of teacher educators with the necessary training and skills. Moreover, when the newly trained teachers go to work in schools, the headmasters, principals and supervisors with whom they are in day-to-day contact may find the new approaches of the newly trained teachers unwelcome since they are so opposed to their own ideas of what education is all about. Teachers in laboratory and cooperating schools, supervisors on the circuits, may all be less qualified than the new teachers entering the profession who are bursting with enthusiasm and zeal. Another common problem which should perhaps be mentioned is that of teachers' salaries which in all countries of the region are too low to attract the right people to teaching as a profession. Moreover, well qualified graduates — probably for the same reasons — also turn away from teaching as a career. Finally, there is the ever-present problem of the unwillingness of teachers to leave the capital and the main cities to work in remote rural areas where their services are most needed.

These are problems well known to us all and we are all affected by them. I mention them not in any spirit of pessimism but, on the contrary, to encourage you to make recommendations which are practical and which have every chance of success in being implemented and carried out in the conditions which obtain in our part of Asia. I feel, therefore, that to be of any value or assistance to us, any recommendations we make must be possible within the training situations that exist at present. We must work for the time being, whether we like it or not, with unqualified people, with inadequate textbooks and materials, and with all kinds of restraints and difficulties. But we can, I am certain, make good progress despite these drawbacks.

What I hope we shall do during the next few days is to indicate carefully and precisely what steps we can take immediately towards integrating the theory and practice of teacher education. I am sure that many of you have valuable suggestions and advice to offer and I hope that at the end of our workshop we shall come forward with some clearly defined indications of what these basic approaches are. I hope, too, we shall take advantage of our presence here to exchange views about what we are doing in our various countries of the region. I think we all know what the principal recommendations for improvement are. Our problem more often than not is to put them into practice. For example, the importance of discussion, of group dynamics and of suggestion is often emphasized and in some countries these techniques may work well while in others they may not. Again I see that many of our colleagues stress the need for teachers to do voluntary work and to take leading roles in community activities such as functional literacy courses, etc. I am sure that in Sri Lanka and in India much is being done in this regard and we should like to hear more about it and to know how these things are organized and supervised and what success is achieved. Each of us has valuable experiences to offer. To ensure that all these approaches can be integrated into our training programmes I feel, however, it will not be enough to provide lists of what we ought to do. I feel, too, that we should also have some information on how these recommendations can be implemented. I hope very much, therefore, that we shall obtain from our discussions this week some very practical guidelines for future action and improvement that will help our teacher education programme to develop even further.

Teacher education is of major importance for the future generations of our countries and it is in this context that our discussions must be considered and evaluated.

I wish you every success.

Annex C

STATEMENT OF DR. N.P. PILLAI
Unesco Expert and Director of the Workshop

Honourable Dr. Azim, Honourable Mr. Fazell, Participants and Observers of the Workshop, Representatives of Unesco and Other Educational Agencies, Ladies and Gentlemen:

The Third Sub-Regional Workshop on Curriculum Development, for which we have now assembled in Kabul, is an offshoot of the Regional Meeting on Curriculum Development held in 1969 at the Asian Institute for Teacher Educators, Quezon City, Philippines, and a continuation of the Second Sub-Regional Workshop on Curriculum Development held by AITE in Bangkok in November 1971. The theme of the Second Workshop was "Integration and Modernization of the Teacher Education Curriculum." The outcome of that Workshop was a few suggested models of integration — vertical and horizontal — of the professional courses in teacher education. It was agreed that student teaching, including all practical experiences in the field and the laboratory, should be utilized to integrate theory with the practice of education, but how this should be done was left to be worked out by the Member States themselves. However, it was felt that specific directions in this regard were to be given if the process is to be speeded up. This is the motivation for selecting as the theme of this Workshop, "Basic Experiences — Direct and Indirect — for Integrating Theory and Practice in Teacher Education."

We are happy that the Royal Government of Afghanistan agreed to host this Workshop. We could not have secured a better venue than the beautiful city of Kabul. The physical climate of the place is salubrious and envigorating, suited for hard and sustained work, and the scenic surroundings of the Hotel Inter-Continental are enchanting to the point where they become inspirational. The emotional climate is equally ideal for discussing innovations, as all education, particularly teacher education, is in the process of change and development, consciously brought about by the Government. Many international agencies, especially Unesco, are involved in this laudable venture, and the wisdom and experiences of these international groups are valuable resources on which we could draw. Among the teacher educators in this country, in the Training Colleges (DMA's and HTC's) are many who are alumni of AITE, and naturally some, at least, of the ideas we discuss here would have already been debated in this country among the professional groups, and some of our materials would be familiar stuff.

On behalf of the Director and my colleagues in AITE and the participants of the Workshop, I have great pleasure in thanking the Royal Government of Afghanistan and the members of the Reception Committee for the excellent arrangements made for the Workshop. In particular, my thanks are due to their Excellencies, Dr. Azim and Mr. Fazell, the Acting Minister and the Second Deputy Minister of Education, Mr. Sami Hamid, President, and Mr. Bandawal, Vice-President of the Teacher Training Department, and Mr. Zahir Aziz, Secretary of the Unesco National Commission who have taken personal interest in the organization of this Workshop and have found time, in the midst of their multifarious duties, to be with us today.

We have hardly six days to finish a task which may seem stupendous, but, I have no doubt about its success. To the governments of the Member States of Unesco who have responded to our invitation, I take this opportunity to record our deep sense of gratitude.

It is our hope that the deliberations of this Workshop will result in:

1) Identifying the basic field, laboratory and clinical experiences to be provided to every student of teacher education, both in pre-service and in-service training, for enabling them to achieve the desired objectives.
2) Grouping these experiences as direct and indirect experiences and suggesting the site and procedures for imparting each type of experience.
3) Distinguishing between the objectives of pre-teaching experiences and student teaching experiences, and sequencing the experiences with reference to the attainment of objectives, specifically:
   (a) to enable them to acquire, at the appropriate periods of time, the practical experiences necessary for understanding the theoretical concepts of teacher education, which are discussed (with some orderly sequence) without causing distortions and gaps in communication between the source and the recipient; and
   (b) to enable them to reconstruct a meaningful theory of education based on the practice of education, which would be relevant to the situation currently obtaining in the country as well as its aspirations for development.
4) Suggesting appropriate methods of organizing pre-teaching and student teaching experiences for the attaintment of the desired objects.
5) Suggesting the changes to be effected in the organization and administration of teacher education for adopting the new concepts, particularly in the the content and format of the curriculum, staffing of training institutions, staffing of cooperating schools, and the relationships between the training institutions and the schools and other agencies in the field of education.
6) Suggesting other measures necessary for installing an integrated curriculum and for its continued improvement through innovations in curricular content, methods and techniques.

Before I conclude, I may seek your indulgence to state that this is the last of the series of Workshops on Curriculum Development organized by the Asian Institute for Teacher Educators. From January 1973, there will be no AITE, but in its place, a Research and Development Centre for Teacher Education would be established. It will be a national Centre. The programme activities of this new Centre have already been formulated, and continued work on curriculum development in teacher education figures prominently in it. The Report of the Second Sub-Regional Workshop has been adopted as a basic document for curriculum development at the Research and Development Centre. I hope the report of this Third Sub-Regional Workshop will be a fitting supplement to it.

I thank you all once again.

Annex D

MESSAGE FROM DR. ALFREDO T. MORALES
Director, Asian Institute for Teacher Educators

The staff of the Asian Institute for Teacher Educators (Sponsored by Unesco), University of the Philippines, Quezon City, have indeed much to be thankful for, and we are deeply indebted to the distinguished participants in this Third Sub-Regional Workshop on Teacher Education in Kabul, Afghanistan, to our generously cooperative co-workers in Unesco and UNDP missions in Asia, to the officers of the Unesco National Commissions in the participating countries, and specially to the Royal Afghan Government, its Ministry of Education, and its Unesco National Commission for making this Sub-Regional Workshop a reality. You may be interested to know that since the decision was taken in 1969 by the Regional Meeting on Curriculum Development in Teacher Education in Asia to hold a series of follow-up sub-regional workshops, each succeeding workshop not only reached out farther and farther into the vast world of Asia but also increased the number of each group of participant Member States.

In the preparation of each project, we have not failed to enjoy the warm welcome of a generous host country. We have tried to gather the participants together at the scheduled time and place regardless of the ever-stretching distance of our lines of communication, the increasing constraints of the pressure of time and programmes of activity, and of other problems of logistics. And we hope to succeed because of the selfless dedication and boundless cooperation that one finds among teacher educators working anywhere in Asia for the advancement of their professional undertakings in the service of their people, conscious most of all of their growing international community.

Correspondingly, the substance of curriculum development in teacher education that we have endeavoured, in collaboration with all our distinguished participants, to enrich through these workshops has been more and more carefully identified with processes and objectives which represent the strongest relevance to urgent needs and beckoning prospects of our educational systems as well as our individual teachers. By continuing to work together and to help each other, we in AITE have faith in the success not only of this Third Sub-Regional Workshop being held in Kabul, but also in all our future cooperative efforts in Asia for the fulfilment of our rising educational aspirations. All of us in AITE wish you a most successful, enjoyable, and memorable workshop.

Annex E

ADDRESS OF THANKS BY H.E. MR. MOHAMMED FAZELL
Second Deputy Minister of Education, Afghanistan

Honourable Delegates, Observers, Ladies and Gentlemen:

Before we bring this Third Sub-Regional Workshop on Curriculum Development on Teacher Education to a close, I should like to express a few words of thanks to all of you who have contributed to making it the success that it has undoubtedly been.

I am sure that I am stating the views of you all when I say that it has been of the greatest help and interest to those who have taken part. Very often in the day-to-day pressures of our work, we are unable to sit back and look at the work we are doing and to consider whether our approaches are the right ones or not. This Workshop, however, has given us just that opportunity. It has made us pause for a while and look carefully at what we have been trying to do. It has also enabled us to compare notes and exchange ideas with colleagues from neighbouring countries who have been struggling with the same problems and facing the same difficulties as ourselves. It has given us a chance, too, to hear of experiments that are being carried out in other parts of the world in teacher education to improve its quality and we have also seen something of the latest devices that are now being employed to make teacher education more effective. Speaking for myself I must say that I have obtained many new ideas from our meetings and have benefited from all that has taken place during this last week. I too, have, heard views expressed which have supported some personal views I hold on teacher education — but to hear them stated in a gathering such as this has helped me to become more convinced than ever about them.

I know you have all worked very hard — both in your working groups and in the plenary sessions — and for long hours. But I am sure that your considerable efforts have been rewarded by the excellence of the report which has now been placed before us.

It is my pleasure and duty to thank you all for the interest and concern which you have shown in this Workshop. The distinguished delegates have shown in their discussions how seriously the problems of teacher education are regarded throughout the region. Their seriousness of purpose and dedication to their task have been an inspiration to us all. I hope that there will be many more opportunities for us to come together to discuss matters of common interest and in the meantime I wish you well and a pleasant and safe return to your countries. We all look forward to keeping in touch with you in the future and we hope to have your continued cooperation and support.

A special word of thanks is also due to our two distinguished colleagues from the Asian Institute for Teacher Educators — Dr. Pillai and Mrs. Flores. Without their assistance, guidance and support, this Workshop would not have been possible and their efforts have done much to make it a success. Our ties with the AITE are already close, but we hope that they will become even stronger as time goes on.

I must also thank all those of my colleagues who have given so much time and effort to the organization of this work. It would be invidious of me to mention them all one by one, but I must

mention the Teacher Training Deparment of the Ministry of Education, the Unesco National Commission and the University — especially the Faculty of Education which has taken such an active and interested part in all our deliberations and activities. I must also extend my thanks to the Audio-Visual Centre and the Science Centre which have helped in so many practical and other ways. The Ministry of Culture and Information, too, has given us valuable support throughout the Workshop. To all of those who have helped, I give my sincere thanks and appreciation for their efforts. Nor must I forget our Unesco colleagues who have cooperated with us in the exercise from the planning stage to the end. We have also been happy to bring into our meetings our colleagues and friends from the bilateral agencies and we are grateful to them for cooperating so wholeheartedly with us in all aspects of this Workshop.

On behalf of the Royal Government of Afghanistan, let me say it has been an honour and a privilege to receive you all and to entertain you whether as delegates, observers, colleagues, helpers or as friends. We hope that you have enjoyed the time that you have spent with us as we have. We look forward to your continued friendship and cooperation.

Once more I express my gratitude to you all and with my best wishes for your future success, I now declare this Workshop closed.